

Consolidated State Application

**For State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**



**State of Tennessee
Department of Education**

Don Sundquist
Governor

Faye P. Taylor
Commissioner

June 2002

***ESEA PROGRAMS INCLUDED IN
THE CONSOLIDATED STATE APPLICATION***

Checklist

The State of **Tennessee** requests funds for the programs indicated below:

- ☒ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part B, Subpart 3: Even Start Family Literacy
- ☒ Title I, Part C: Education of Migrant Children
- ☒ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☒ Title I, Part F: Comprehensive School Reform
- ☒ Title II, Part A: Teacher and Principal Training and Recruiting Fund
- ☒ Title II, Part D: Enhancing Education Through Technology
- ☒ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☒ Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- ☒ Title IV, Part A, Subpart 2: Community Service Grants
- ☒ Title IV, Part B: 21st Century Community Learning Centers
- ☒ Title V, Part A: Innovative Programs
- ☒ Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- ☐ Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- ☒ Title VI, Part B, Subpart 2: Rural and Low-Income Schools

SEA Contacts for ESEA Programs

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Introduction

Tennessee submits this consolidated application for funds under the No Child Left Behind (NCLB) Act of 2001, as permitted in Sections 9301 and 9302 of HR1. By incorporating all eligible programs identified by the Secretary for consolidation, Tennessee supports a comprehensive approach to systematic improvement of the State's education system so that all students will achieve the State's challenging content and academic standards.

With the passage of Tennessee's landmark education legislation, the Education Improvement Act (EIA) of 1992, the State initiated changes which have impacted many areas of its K-12 educational system. This legislation provides a formula for funding, the Basic Education Program, intended to reduce inequities of resources in Tennessee's diverse school systems. In addition, it mandates that the State establish an accountability system based on student performance as measured by rigorous state assessments. It also requires maximum class size ratios, especially in the primary grades, to improve teacher effectiveness.

This mission of this legislation is supported by the State Board of Education's Master Plan (www.state.tn.us/sbe). The Master Plan defines nine Key Result Areas with corresponding Goals, Strategies, and Measures. This consolidated application for funding under NCLB supports the Master Plan's nine established goals. They are:

- **Goal 1:** All children will begin school ready to learn.
- **Goal 2:** All primary and middle grade students will achieve world-class standards and enter high school ready for rigorous study.
- **Goal 3:** All high school students will achieve world-class standards and leave school prepared for postsecondary education and work.
- **Goal 4:** Technology will be used to improve student learning and meet performance goals.
- **Goal 5:** The teaching profession will attract well-qualified individuals who complete strong professional preparation programs and continue to grow professionally.
- **Goal 6:** Assessment will be used to improve student learning and demonstrate accountability.
- **Goal 7:** School leaders will be well prepared and responsible for improved performance of schools and school systems.
- **Goal 8:** All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.
- **Goal 9:** Tennessee will provide adequate and equitable funding for schools.

The State Board of Education's Master Plan targets four priority areas which support the six ESEA goals and performance indicators. These four areas are: Teaching Quality Enhancement, Early Childhood Education, Reading, and Meeting the Needs of Diverse Learners. Through focused attention at the state level on these four priorities and the six minimum core ESEA goals, Tennessee believes it will ensure that no child in the state is left behind.

Tennessee Department of Education has collaborated with the Governor's Office to present this consolidated application. This application supports the State Board of Education's Master Plan and the reauthorized Elementary and Secondary Education Act, the No Child Left Behind Act of 2001. The four key principles of NCLB---accountability for results, expanded state and local flexibility and reduced "red tape," expanded choices for parents, and focusing resources on proven educational methods---are embodied in the comprehensive approach the State Department has outlined in this application.

The state of Tennessee agrees to adopt the five minimum core ESEA goals and to report on all performance indicators that the United States Department of Education has established. The State will establish its own state performance targets for each of these goals and indicators. These state performance targets will be included in its May 2003 state plan and will include targets and baseline data for indicators that are related to Adequate Yearly Progress as defined within the State's approved timeline waiver for standards and assessments. The State will submit targets for non-Adequate Yearly Progress indicators in May 2003. The baseline data for non-Adequate Yearly Progress indicators will be submitted in September 2003. As part of this submitted application, the State has delineated the connection between the State Board of Education's Master Plan and the required ESEA goals.

The State commits to the maintenance of separate documentation of compliance with individual program requirements. These documents of compliance will be available to the public consistent with Tennessee's legislative requirements. Assurances for the consolidation of administrative funds included in programs covered by NCLB are included. The Department assures that all statutory requirements for programs under NCLB are implemented.

The opportunity for public participation and comment for the development of this submitted consolidated application has been provided through various venues. Regional meetings providing an overview of the major provisions under NCLB were held in Spring 2002 for interested educators and the public. Attendance at these regional meetings exceeded 1000 participants. Furthermore, this consolidated application was provided electronically for key stakeholders on the Department's web site at www.state.tn.us/education. Local educators and other interested parties were informed about the proposed application by media releases and the Department's listserv for superintendents and local federal program directors. In addition, the State's Committee of Practitioners was assembled for review. Finally, the Department, in collaboration with the Governor's Office, held a public meeting in Nashville to provide an overview. In all of these venues, the Department solicited input and comments on its proposed application. A similar process will be implemented for the complete State plan submission in Spring 2003.

The State submits this consolidated application to continue its commitment to the vision legislated in the Education Improvement Act of 1992 and the State Board of Education's Master Plan. This application supports the Master Plan's Mission Statement---To ensure that Tennessee schools are among the best in the nation.

Part I: Elementary and Secondary Education Act (ESEA) Performance Goals and Indicators and Tennessee's State Board of Education Master Plan

ESEA Performance Goal #1

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ESEA Performance Indicators

- 1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).
- 1.2 The percentage of students in Title I schools, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).
- 1.3 The percentage of Title I schools that make adequate yearly progress.

State Board of Education Master Plan Goals

ESEA performance goal #1 and corresponding performance indicators are reflected in these goals of the Master Plan:

- **Goal 1:** All children will begin school ready to learn.
- **Goal 2:** All primary and middle grade students will achieve world-class standards and enter high school ready for rigorous study.
- **Goal 3:** All high school students will achieve world-class standards and leave school prepared for postsecondary education and work.

ESEA Performance Goal #2:

All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ESEA Performance Indicators:

- 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 The percentage of limited English proficient students who are at or above proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 The percentage of limited English proficient students who are at or above proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

State Board of Education Master Plan Goals

ESEA performance goal #2 and corresponding performance indicators are reflected in these goals of the Master Plan:

- **Goal 2:** All primary and middle grade students will achieve world-class standards and enter high school ready for rigorous study.

- **Goal 3:** All high school students will achieve world-class standards and leave school prepared for postsecondary education and work.

ESEA Performance Goal #3:

By 2005-2006, all students will be taught by highly qualified teachers.

ESEA Performance Indicators:

- 3.1 The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high poverty” schools (as the term is defined in section 1111(h)(1)(c)(viii) of the ESEA).
- 3.2 The percentage of teachers receiving high-quality professional development (as the term is defined in section 9101(34)).
- 3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

State Board of Education Master Plan Goals

ESEA performance goal #3 and corresponding performance indicators are reflected in this goal of the Master Plan:

- **Goal 5:** The teaching profession will attract well-qualified individuals who complete strong professional preparation programs and continue to grow professionally.

ESEA Performance Goal #4:

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

ESEA Performance Indicators:

- 4.1 The number of persistently dangerous schools, as defined by the state.
- 4.2 The percentage of students who engaged in a physical fight on school property (in the 12 months preceding the survey).
- 4.3 The percentage of students offered, sold, or given an illegal drug on school property (in the 12 months preceding the survey).
- 4.4 The percentage of students who carried a weapon (gun, knife, club) on school property (in the 30 days prior to the survey).
- 4.5 The number of incidents involving the possession or use of illegal drugs on a school campus or at a school-sponsored event as defined and reported on the Annual Report of Zero Tolerance Offenses.
- 4.6 The number of incidents involving the possession of a firearm on a school campus or at a school-sponsored event as defined and reported on the Annual Report of Zero Tolerance Offenses.

State Board of Education Master Plan Goals

ESEA performance goal #5 and corresponding performance indicators are reflected in this goal of the Master Plan:

- **Goal 8:** All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.

ESEA Performance Goal #5:

All students will graduate from high school.

ESEA Performance Indicators:

- 5.1 The percentage of students who complete high school each year with a regular diploma, ---disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status by economically disadvantaged;
- 5.2 The percentage of students who drop out of school, ---disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status by economically disadvantaged; ---calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

(Note: ESEA section 1907 requires States to report all LEA data regarding annual school drop-out rates in the State disaggregated by race and ethnicity according to procedures that conform with the National Center for Educational Statistics (NCES) Common Core of Data. Consistent with this requirement, States must use NCES' definition of "high school dropout," i.e. a student in grades 9-12 who (a) was enrolled in the district at some time during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the State; (d) has not transferred to another public school district or to a non-public school or to a State-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.)

State Board of Education Master Plan Goals

ESEA performance goal #5 and corresponding performance indicators are reflected in this goal of the Master Plan:

- **Goal 3:** All high school students will achieve world-class standards and leave school prepared for postsecondary education and work.

Part II: State Activities to Implement ESEA Programs

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so---

- a. In the June 2002 submission, provide a timeline of major milestones, for either:**
---adopting challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1) or
---disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.
By the May 1, 2003, provide evidence that the State has adopted such standards or grade-level expectations.

The State developed rigorous content standards for reading/language arts and mathematics at each grade level K-8 consistent with section 1111(b)(1) during school year 2000-2001. These standards were validated through an intensive benchmarking process facilitated by the Council of Chief State School Officers in June 2001. Standards and grade level accomplishments were adopted by the Tennessee State Board of Education on August 31, 2001 and disseminated statewide. The required standards may be found at www.state.tn.us/education/ci/cistandards.htm

- b. In the June 2002 submission, provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).**
By May 1, 2003, provide a detailed timeline for the above.
No later than May 1, 2006, but as soon as available, provide evidence that the State has adopted challenging content standards in science that meet the requirements of section 1111(b)(1).

The state developed rigorous content standards in science that meet the requirements of section 1111(b)(1) for each grade level K-8 during the 2000-2001 school year. Standards and grade level accomplishments were adopted by the Tennessee State Board of Education on August 31, 2001. The required standards may be found at www.state.tn.us/education/ci/cistandards.htm

- c. In the June 2002 submission, provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.**
By May 1, 2003, provide a detailed timeline for the above.
No later than indicated in the following schedule, but as soon as available, provide evidence that the State has developed and implemented, in consultation with LEAs, assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.

Assessments			
Subject	Grades	Implemented by	Submit Evidence by
Math	3-8	2005-2006	December 2006
Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9), & High School (10-12)	2007-2008	December 2008

The State commits to the following timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.

Assessments			
Subject	Grades	Implement By	Submit Evidence By
Math	3, 5, 8	Spring 2003	Fall 2002 -Amendment
	3-8	Spring 2004	Fall 2002 - RFP
	High School	Fall 2001	Fall 2002 - Contract
Rdg/La	3, 5, 8	Spring 2003	Fall 2002 -Amendment
	3-8	Spring 2004	Fall 2002 - RFP
	High School	Fall 2002	Fall 2002 - Contract
Science	3-8	Spring 2004	Fall 2002 - RFP
	High School	Fall 2001	Fall 2002 - Contract
Social Studies	3-8	Spring 2004	Fall 2002 - RFP

The State has already completed the development and implementation of some of the assessments required by NCLB (High School Math and Science) as reflected in the timeline above. In addition, the State commits to the following actions:

- The determination of the exact type of test will occur as a result of negotiations with the selected contractor from the RFP process;
- The completion of the test blueprint will be a required component in the RFP and included in the scope of services in the negotiated contract with the selected test company;
- The completion of pilot testing (if necessary) will be a required component of the RFP and included in the scope of services in the negotiated contract with the selected contractor;
- The completion of administrators' manual (and subsequent revisions) will occur on an annual basis; and,
- The completion of the test blueprint will be a required component in the RFP and included in the scope of services in the negotiated contract with the selected test company.

d. In the June 2002 submission, provide a timeline of major milestones of setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

By May 1, 2002, provide a detailed timeline for the above.

No later than indicated in the following schedule, but as soon as available, provide evidence that the State, in consultation with LEAs, has set academic achievement standards in mathematics, reading/language arts, and science, that meet the requirements of section 1111(b)(1).

Assessments			
Subject	Grades	Implemented by	Submit Evidence by
Math	3-8	2005-2006	December 2006
Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9), & High School (10-12)	2007-2008	December 2008

If the State has already set some or all of these academic achievement standards, so state in the June 2002 submission and provide evidence when it is requested, which will be in the fall of 2002, after the Department issues final regulations and guidance.

Tennessee has already completed setting achievement standards for high school mathematics and science. The state will set achievement standards for high school English as well as grades 3, 5, and 8 reading, language arts, and mathematics during summer and fall of 2003. Achievement standards for grades 4, 6, and 7 and 3-8 science will be set during summer and fall of 2004.

Assessments/Achievement Standards			
Subjects	Grades	Setting Achievement Levels *	Submit Evidence By

Math	3, 5, 8	Summer/Fall 2003	Fall 2003
	4, 6, 7	Summer /Fall2004	Fall 2004
	High School	Summer 2001	Fall 2001
Reading/Language Arts	3, 5, 8	Summer/Fall 2003	Fall 2003
	4, 6, 7	Summer/Fall2004	Fall 2004
	High School	Summer 2002	Fall 2002
Science	3 – 8	Summer/Fall2004	Fall 2004
	High School	Summer 2001	Fall 2001

- Student test data will be available using the three (3) achievement levels of Below Proficient, Proficient, and Advanced.

Below Proficient: This level indicates the student has not demonstrated an adequate understanding of concepts, skills, and knowledge of the content standard.

Proficient: This level indicates the student has demonstrated a solid understanding of concepts, skills, and knowledge of the content standard.

Advanced: This level indicates the student has demonstrated advanced understanding of concepts, skills, and knowledge of the content standard.

- e. ***By January 31, 2003, describe how the State calculated its “starting point” as required for adequate yearly progress consistent with section 1111(b)(2)(E), including data elements and procedures for calculations.***

The State commits to submitting the required information to the U.S. Department of Education when requested.

- f. ***By January 31, 2003, provide the State’s definition of adequate yearly progress. The definition must include:***

- i. ***For the percentage of students meeting or exceeding the State’s proficient level, provide for reading/language arts and mathematics---***
 - *The starting point value;*
 - *The intermediate goals;*
 - *The timeline; and,*
 - *Annual objectives.*
- ii. ***The definition of graduation rate (consistent with section 1111(b)(2)(c)(vi) and final regulations).***
- iii. ***One academic indicator for elementary schools and for middle schools.***
- iv. ***Any other (optional) academic indicators.***

The State commits to submitting the required information to the U.S. Department of Education when requested.

- g. ***By January 31, 2003, identify the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.***

The State commits to submitting the required information to the U.S. Department of Education when requested.

- h. *In the June 2002 submission, provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A or other Federal funds.***

Division of Accountability

State Plan for Implementation of Unitary Accountability System

I. Purpose

Tennessee will conduct a number of activities to ensure effective implementation of the Elementary and Secondary Education Act of 2001 programs included in the consolidated application. These state level activities will serve multiple programs, i.e., Tennessee will develop a comprehensive approach to monitoring and technical assistance that will be used for all schools and systems, which will contain a comprehensive planning and implementation program and will be implemented across programs. All appropriate stakeholders, i.e., the public, parents, educators, the State Board of Education, the Legislature, higher education and others, will be involved in the development and implementation of the accountability plan.

Priorities for service in the Elementary and Secondary Education Act (ESEA) “No Child Left Behind Act of 2001” are described below in Section 1111 (b):

Academic Standards, Academic Assessments, and Accountability. -

- (1) Challenging Academic Standards
- (2) Accountability. -
 - (A) In General. - Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall:
 - (i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators, and shall take into account the achievement of all public elementary school and secondary school students;
 - (ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State;
 - (iii) includes sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress in accordance with the State’s definition.

II: Structure

The state of Tennessee will implement a single accountability system, which will apply to all schools/systems by school year 2003. Tennessee preempted the accountability requirements in No Child Left Behind by two years due to our state law requirements for identification of the

state's lowest performing schools. We have negotiated a phase-in timeline (see May 13, 2002 letter in Appendix A) with the U. S. Department of Education as follows:

- Tennessee will continue to use the existing accountability system until school year 2003. The reason for continuing to use the existing system is that Tennessee is unable to set the baseline for No Child Left Behind accountability until we have administered our new standards based assessments during the Spring of 2003 in accordance with the timeline waiver granted by the U. S. Department of Education to the state of Tennessee.
- Tennessee currently has 98 schools on notice as defined in state law, which were officially notified by the Commissioner of Education following the September 2001 State Board of Education meeting through actions confirmed by the State Board. The 2001-02 Spring test data will be used to determine status for these schools or the next stage of improvement. These schools will have to show adequate yearly progress for two consecutive years prior to coming off the state's list of low performing schools.
- Tennessee will provide a comprehensive approach to monitoring and technical assistance for all schools identified as in greatest need of increasing student achievement (see section: "Tennessee School Support System -TSSS").
- Tennessee will add a criterion-referenced portion to the state's assessment process. Tennessee will set the starting point for NCLB and a unitary accountability system during the Spring/Summer of 2003 after the new standards-based assessments at grades, 3, 5, 8, and high school tests are administered. By November 30, 2003, we will provide evidence that these assessments are in place, that they reflect cognitive complexity, that they have three achievement levels, one of which must be basic and one of which must reflect advanced student achievement, must include all students with disabilities and LEP students (either with the standard versions of the tests, with appropriate accommodations, or using an alternate assessment for severely disabled students – Tennessee will explore and implement additional appropriate accommodations for both SWD and LEP children) that are aligned with our content standards, and possess high technical quality.
- Tennessee's 2003 state, system, and school Report Cards will reflect student achievement by performance levels for each of our disaggregated groups and for all students at each reported grade level (by race/ethnicity, gender, migrant status, LEP vs. Non-LEP, economically disadvantaged vs. non-economically disadvantaged, disabled, vs. non-disabled).
- A procedure for monetary incentive awards is currently in place for schools meeting state identified performance standards. Sanctions are in place for schools not making adequate yearly progress as identified by student performance data and other information.
- A research study is currently being done regarding school systems' capacity building in supporting low performing schools. An additional study is being conducted for "high performing" mirror school systems regarding capacity building for high performing schools.

There is agreement that Tennessee will have the opportunity to move to a unitary accountability system for all schools in the state that would meet both state law requirements and the U. S. Department of Education's requirements in federal law.

III. Chart

COMPARISON OF TENNESSEE AND FEDERAL REQUIREMENTS FOR IDENTIFYING SCHOOLS FOR IMPROVEMENT

*NOTE: Possible changes to Tennessee requirements in **italic type**. HB 3159*

<i>Tennessee Requirement</i>	<i>Federal Requirement</i>
After Being Identified for the First Year	After Being Identified for the First Year
No Action	No Action
After Being Identified for the Second Year	After Being Identified for the Second Year
<u>Informal Notice</u>	<u>School Improvement 1</u>
	Public School Choice
	Revise School Improvement Plan with Outside Expert
	Peer Review of Plan
	Technical Assistance (LEA Responsibility)
	Parent Notification

<i>Tennessee Requirements</i>	<i>Federal Requirements</i>
<p>After Being Identified for the Third Year</p> <p><u>School On Notice</u></p> <p>SDE</p> <p>Joint Study of School or System</p> <p>Approve the allocation of state discretionary grants to school</p> <p><i>Provide technical assistance through outside expert</i></p> <p>LEA</p> <p><u>Notification of parents of identification</u></p> <p><i>Revision of school improvement plan</i></p>	<p>After Being Identified for the Third Year</p> <p><u>School Improvement 2</u></p> <p>Public School Choice</p> <p>Technical Assistance (LEA Responsibility)</p> <p>Supplemental Services</p> <p>Parent Notification</p>
<p>After Being Identified for the Fourth Year</p> <p><u>School Probation 1</u></p> <p><u>SDE</u></p> <p><i>Approve a school system's allocation of resources to the school</i></p> <p><i>Appoint a local review committee to approve and monitor the school's improvement plan</i></p> <p>LEA</p> <p><u>Notification of parents of identification</u></p> <p><i>Performance Contract for Principal</i></p> <p><i>Notification of parents of option to transfer their child to another school within the system</i></p> <p><i>Revision of school improvement plans to incorporate joint study findings</i></p>	<p>After Being Identified for the Fourth Year</p> <p><u>Corrective Action 1</u></p> <p>Public School Choice</p> <p>Technical Assistance (LEA Responsibility)</p> <p>Supplemental Services</p> <p>Implement Corrective Action</p> <ul style="list-style-type: none"> ◆ Replace relevant school staff ◆ New curriculum ◆ Significantly decrease management authority at school ◆ Appoint outside expert ◆ Extend school day or year ◆ Restructure internal organization <p>Public Notification and Dissemination</p>

<i>Tennessee Requirement</i>	<i>Federal Requirement</i>
<p>After Being Identified for the Fifth Year</p> <p><u>School Probation 2</u></p> <p>SDE</p> <p><i>Approve a school system's allocation of financial resources to school</i></p> <p><i>Approve allocation of personnel resources to school</i></p> <p><i>Present options for schools or system to plan for alternative governance</i></p> <ul style="list-style-type: none"> ◆ <i>Restructuring school as public charter school</i> ◆ <i>Contracting with an entity to administer the affairs of the school</i> ◆ <i>Removing the school from the jurisdiction of the system</i> <p>LEA</p> <p><u>Notification of parents of identification</u></p> <p><i>Implementation of performance contract for Principal</i></p> <p><i>Notification of parents of their option to transfer their child to another public school in the system</i></p> <p><i>Preparation of plan for alternative governance</i></p>	<p>After Being Identified for the Fifth Year</p> <p><u>Corrective Action 2</u></p> <p>Public School Choice</p> <p>Technical Assistance (LEA Responsibility)</p> <p>Supplemental Services</p> <p>Continue Corrective Action</p> <p>Public Notice and Dissemination</p> <p>Prepare a Plan and Make Necessary Arrangements for Alternative Governance</p> <p>Prompt Notification of Affected Parents and Teachers</p>
<p>After Being Identified for the Sixth Year</p> <p>SDE</p> <p><u>Assume any and all powers of governance of the school</u></p>	<p>After Being Identified for the Sixth Year</p> <p><u>Alternative Governance</u></p> <p>Public School Choice</p> <p>Technical Assistance (LEA Responsibility)</p> <p>Supplemental Services</p> <p>Implement Alternative Governance</p> <ul style="list-style-type: none"> ◆ Reopen as a charter ◆ Replace all or most of relevant staff ◆ Contract with private management ◆ State take over ◆ Any other restructuring <p>Prompt Notification of Affected Parents and Teachers</p>

By May 2003, provide evidence that the State has implemented a single accountability system consistent with section 1111(b) and 1116.

The State commits to submitting the required information to the U.S. Department of Education when requested.

- i. In the June 2002 submission, identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments.***

The top languages present in the student population of Tennessee include Spanish, Vietnamese, Arabic, Korean, Kurdish, Laotian, Cantonese, Russian, Gujarati, and Japanese. There are more than 120 different languages spoken in the student population in Tennessee.

The State of Tennessee administers assessments in English only. Tennessee Code 4-1-404 adopted English as the official language in Tennessee and provides for all communications and publications in the state to be conducted in English only.

The latest data were collected as part of the annual limited English proficient (LEP) Survey. The LEP numbers presented were from the October 1, 2001 child count for the annual LEP Survey, and the immigrant numbers were derived from the Emergency Immigrant Education program information from school districts of numbers of students served with these funds in school year 2001-2002.

- j. In the June 2002 submission, provide evidence that, beginning no later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.***

The State of Tennessee has adopted the use of the IDEA Proficiency Test (IPT) to assess the proficiency in English ability for English Language Learners. This will allow for the assessment of reading, writing, listening, and speaking, and comprehension. All LEAs are required to use this single assessment beginning in the 2002-2003 SY. LEAs will be required to track individual progress and keep data to be reported to the state Department of Education as part of the LEP Survey process.

- k. In the June 2002 submission, describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.***

The State Board of Education has adopted English as a Second Language (ESL) Standards that are based on the national standards developed by the Teachers of English to Speakers of Other Languages (TESOL). These standards address the domains of reading, writing, listening, speaking, and comprehension. For each standard there are descriptors and performance indicators

based on grade level configurations. These are available on the Tennessee Department of Education website at: <http://www.state.tn.us/education/ci/cicurframwkmain1.htm>

The ESL Standards have been adopted, but are not specifically tied to State of Tennessee academic standards. This alignment will be conducted during the 2002-2003 school year.

Tennessee has indicated a need and a willingness to collaborate in developing an English Language Development (ELD) assessment aligned to state standards. In the meantime, our state wide ESL Task Force will begin to address the issue in the following manner following the tentative timeline shown below:

Activities:	Date:
1. Revisit the ESL standards with the ESL statewide Task Force	October 2002
2. Request assistance from our state technical assistance providers	October 2002
3. Work on alignment of ESL standards with state academic standards, changing grade span clusters to align with assessment configurations	October-December 2002
4. Write proposed standards for ESL that are aligned w/state standards	January-March 2003
5. Distribute proposed ESL aligned standards for feedback from Department of Education, Curriculum and Instruction personnel	March 2003
6. Distribute proposed ESL aligned standards for feedback from TNTESOL attendees and LEAs	April 2003
7. Meet with ESL Task Force members and technical service providers to revise and adjust proposed standards	April 2003
8. Present the draft ESL standards for first reading to the State Board of Education	April 2003
9. Solicit public comment on standards and revise if necessary	May-June 2003
8. Adopt the new ESL standards (State Board of Education) and begin the task of communicating the new standards to ESL teachers and administrators	July 2003

In the May 2003 submission, include the State's annual measurable achievement objectives.

The State commits to submitting the required information to the U.S. Department of Education when requested.

2. **In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:**
 - a. **timelines**
 - b. **selection criteria and how they promote improved academic achievement**
 - c. **priorities and how they promote improved academic achievement.**

The programs to be addressed are:

1. *Even Start Family Literacy (Title I, Part B)*

The SDE will implement a competitive grant application for the purpose of awarding subgrants to eligible applicants to establish an Even Start Family Literacy program. Recipients of subgrant awards shall use the funds to pay the Federal share of the cost of providing intensive family-centered education programs that involve parents with severe literacy and economic deficiencies and their children, from birth through age 7, in a cooperative effort that will:

1. provide literacy training to help parents become economically self-sufficient,

2. provide training to help parents become full partners in the education of their children, and
3. assist children in reaching their full potentials as learners.

[ESEA, Title I, Part B, Subpart 3, Section 1234 (a)].

Timeline

Nov/December	Proposal Application and Request for Continuation of Funding Reviewed and Initial Revisions made
January	Present to Panel of Practitioners for Recommendations and Approval
February/March	Announcement of Availability of Funds and Call for Proposals
May	Deadline for Receipt of New Proposals and Requests for Continuation of Funds for Existing Projects
May/June	Projects Read by Panel and Scored
July	Announcement of Intent to Fund

Duration of Federal Funding

1. Subgrants are awarded to eligible entities for a period of four (4) years. These funds may be used for staff recruitment and training and for the provision and coordination of services. Subgrant funds may be allocated for a three- to six-month startup period during the first year of the first four-year grant period, before requiring full implementation of the program.
2. Subgrant funds will be awarded for the second, third and fourth year if measurable progress is made toward meeting the objectives of the program after the conclusion of the startup period. Funds may be refused in the second, third or fourth year of any funding cycle if the State Education Agency finds that sufficient progress has not been made toward meeting said objectives, but only after affording the applicant notice, technical assistance, and an opportunity for a hearing.
3. An eligible entity is limited to two (2) four-year (4-year) cycles. An eligible entity that has previously received a subgrant must reapply and compete with new applicants for a second 4-year cycle.
4. An existing project wishing to receive funds after the 8th year must compete annually. Award of funds after the eighth year is based on evidence of effective, replicable practice, sustained progress, and agreement to mentor new projects or assist projects earmarked for technical assistance.

Funds awarded under this grant are intended to assist eligible entities in establishing family literacy programs that are sustainable after the Federal funding phase ends. Each project must develop and maintain a sustainability plan.

Applicants must demonstrate local support for the project based on the Federal/Local share ratio prescribed in ESEA, Title I, Part B, Subpart 3, Section 1234 (b) (1) (A) (i). Local match may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other Federal funds under this Act. [ESEA, Title I, Part B, Subpart 3, Section 1234 (B)].

Eligible Applicants

An entity eligible to apply for an Even Start grant must be a partnership composed of both:

1. a Local Education Agency (LEA), and

2. a nonprofit Community-Based Organization (CBO), a public agency other than the local educational agency, an institution of higher education, *or* a public or private nonprofit organization, other than the local education agency, of demonstrated quality.
ESEA, Title I, Part B, Subpart 3, Section 1232 (C) (1)]

Announcement of Availability of Funds and Request for Proposals:

A Request for Proposals for new Even Start grants and continuing, existing projects completing a four-year funding cycle will be issued annually, subject to the availability of funds. Existing projects that are entering the fifth year must compete with new proposals for an additional 4-year funding cycle. After the eighth year, projects must compete annually with new proposals for continued funding.

Key Procedures:

To insure that all possible eligible entities are made aware of the competition, the following procedures will be followed each year, pending the availability of funds:

1. The State Department of Education will issue a press release.
2. A letter from the office of the Commissioner of Education will be sent to all Directors of Local Education Agencies, Title I Supervisors, Adult Education Supervisors, and Head Start Program Managers.
3. A database of all agencies and individuals inquiring about the Even Start program will be maintained throughout the year and letters sent to these entities.

Selection Process

All proposals for new projects and requests for continuation of funding from existing projects will be read in the 4th quarter of the preceding program year by a panel of readers. Each panel will include, but not be limited to, professionals with experience in early childhood education, adult education and family literacy. The panel may also include other individuals with experience in fiscal management of government funded programs; a representative of a parent-child organization; a representative of a community-based literacy organization; a member of a local board of education; a representative of business and industry with a commitment to education. Announcement of intent to fund is received by the partner agencies on or before July 1 each year. [ESEA, Title I, Part B, Subpart 3, Section 1238 (a) (3)]

Funding Priorities

First priority will be given to funding existing projects, specifically those completing the 1st, 2nd or 3rd year of a 4-year funding cycle.

Second Priority will be given to the competition for remaining Federal Funds between:

1. New Applicants and
2. Existing Even Start projects completing the fourth year and requesting funding for a 4-year cycle.

Third Priority will be given to existing projects requesting funding beyond the eighth year. These projects must compete with those in the Second Priority category, but must also provide evidence of demonstrated superiority in the field of family literacy and be willing to serve as:

- a model site for best practices in the field of family literacy and/or
- as a mentor site for new projects or for projects identified as being in need of technical assistance

Each application will include plans for, or descriptions of, the required Program Elements as outlined in ESEA Title I, Part B, Subpart 3, Section 1235. These include:

1. assurances regarding the identification and recruitment of families most in need of services;
2. plans for screening and preparation of parents, including teenage parents and children so that they can participate fully in the Even Start program activities;

3. program design to accommodate participants' work schedule and other responsibilities, including flexible scheduling, and support services which shall include, but not be limited to, childcare and transportation;
4. plans for high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood education services for children within at least a 3-year range and preparation of children for success in regular school programs;
5. evidence that the applicant entity has the ability to provide qualified staff to develop, administer and implement an Even Start program, including instructional staff for all components who are properly trained and who have appropriate credentials;
6. a staff development plan that integrates the 4-component model and provides high quality training for all staff members;
7. integrated home-based instructional services to participating parents and children;
8. a year-round schedule;
9. evidence of coordination of services with existing community resources, including but not limited to, other programs assisted under ESEA, the Adult Education and Family Literacy Act, IDEA and Title I of the Workforce Investment Act of 1998, Head Start, volunteer literacy program and other relevant programs;
10. assurances and/or descriptions of instructional programs based on scientifically-based reading research for children and adults to the extent available;
11. plan to encourage participating families to attend regularly and remain in the program a sufficient time to meet their program goals;
12. reading readiness activities for preschool children based on scientifically-based reading research;
13. promotion of continuity in family literacy to ensure that individuals retain and improve their educational outcomes;
14. assurances that programs will serve those most in need of the services provided and
15. assurances that the project will provide for an independent evaluation that is compliant with the *Tennessee Even Start Performance Indicators, Quality Assurance, and Evaluation System*. This system will incorporate process with performance outcomes to provide a guide for program quality and standards for academic and social achievement for adults and children.

In addition to the description of activities and services for compliance with the required Even Start Program Elements listed above, each applicant entity will develop project-specific goals and objectives that reflect the needs and resources of the community that it plans to serve.

Existing programs competing for funds, whether in the Second and Third Priority category, shall have the added responsibility of demonstrating progress based on evidence included in the *Annual Progress Report and Request for Continuation of Funding* supported by

- the *Tennessee Even Start Data Collection System* and
- the *Tennessee Even Start Performance Indicators, Quality Assurance, and Evaluation System* including the End-of-Year Evaluation Report of the preceding year and the Initial and Mid-Year Evaluation Reports of the current year.

The State will promote improved academic achievement by these selection criteria and priorities. The integrated selection and evaluation process for Tennessee Even Start Family Literacy projects demonstrates an understanding of the relationship of process and performance. Both selection and evaluation processes are related, and both consistently incorporate compliance and fidelity to the Even Start model with expected academic, social and developmental achievement for our families.

The announcement letter, technical assistance information, guidance and application packages are available on-line at <http://www.state.tn.us/education/sp/spevenstarttrfp02.htm>

2. *Education of Migrant Children (Title I, Part C)*

In determining the size and recipients of migrant education program grants, the State will consider the number and educational needs of the state's eligible migrant children and youth. To determine LEA allocations, the State proposes to take into account these factors:

- Number of eligible migrants identified by LEA;
- Number of migrant students whose education has been interrupted during the regular school year;
- Number of migrant student who are failing, or are most at risk of failing, to meet the State's academic and achievement standards;
- Number of migrant students with limited English language proficiency; and,
- Number of underserved migrant youth (ages 0-3 and 18-22).

The above selection criteria will promote improved academic achievement by funding only programs that: 1) target the highest need children and youth and their families; and 2) have the capacity to deliver substantive high quality, research-based programs. To increase the effectiveness of migrant education programs, local migrant programs will be required to collaborate with other federal and state programs. As part of the approval of local migrant education applications, the State will ensure that such collaboration is evident.

The timeline for the process for awarding sugrants to the LEA will be as follows:

January	Identification of eligible school districts
March	Conference/Workshop to distribute program applications and information
April/May	Applications finalized by LEAs and submitted to the SEA
June	State approves applications
July	School districts awarded grants
July-June	Project period

3. *Prevention and Intervention for Children Who are Neglected, Delinquent, or At-Risk--Local Agency Programs (Title I, Part D, Subpart 2)*

Competitive grants are not awarded. Grants are awarded to LEAs based on institutions with the highest numbers (median and above) of children generating money. A per-pupil is calculated and grants are awarded based on the per-pupil.

LEA applications are required to address each item in Section 1423 of *NCLB*, which promotes improved academic achievement. Section 1423 of *NCLB* includes the following:

- coordination and collaboration of the correctional facility with the student's home school, particularly when the student has an individualized education program;
- transition assistance and counseling services;
- support programs;
- qualified staff;
- high academic achievement standards;
- the use of technology to assist in the coordination of educational programs between the correctional facility and the community school;
- parent involvement;
- coordination of funds with vocational and technical education funds;
- coordination with Juvenile Justice and other comparable programs; and,
- partnerships with local businesses.

Applications are submitted when the regular Title I, Part A projects are submitted (July 1).

4. Comprehensive School Reform (Title I, Part F)

Process

The State will award Comprehensive School Reform (CSR) subgrants based on the following process:

- (1) identification of the pool of eligible schools;
- (2) review of eligible school list to ensure geographical, grade level and urban/rural diversity;
- (3) invitation of eligible schools to attend technical assistance sessions;
- (4) invitation of eligible schools to apply following technical assistance sessions across the State;
- (5) additional district/school technical assistance provided upon request;
- (6) grant applications received, reviewed and prioritized;
- (7) on site visits conducted; and,
- (8) announcement of grantees.

The State will ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program by designing the application to include the eleven components and their integration. In addition, the design of the CSR application scoring rubric allows only those applications addressing all eleven components and their integration to advance to Step 2 of the application process. A required Local Education Agency signature assures funded schools will implement all eleven components and their integration. The mid-year monitoring process addresses the eleven components requiring an on-site visit and a review of evidence supporting implementation.

Timeline

The State will conduct an annual Comprehensive School Reform grant competition based on the following cycle:

July	Identification of CSR eligible schools based on the following criteria: School Improvement 1 School Improvement 2 (On Notice) Corrective Action (Probation 1)
Sept/Dec/April	Vendor Fairs at Middle, East and West TN Title I Conferences
October	Training for eligible schools
November	Eligible schools conduct research in regard to models, best practices and strategies; site visits; vendor consultation
December	Eligible schools decide upon models, practices and strategies
January	Eligible schools construct draft of CSR application
February	Draft of CSR application finalized
March	Eligible schools submit grant application package Expert panel of readers reviews grants On-site school visits conducted as part of Step 2
April	Announcement of CSR grantees
May/June	Training for CSR grant recipients
July	CSR grantees Year 1 begins

Priorities

Priority points will be awarded to middle and high schools for the Comprehensive School Reform grant application process. Both the selection and priority criteria will help to improve academic achievement by targeting funds on those schools that are most in need of comprehensive school reform. Review of statewide achievement data reveals a greater number of middle and high schools in need of comprehensive school reform. The application process will also guide schools

through a thorough needs assessment and a matching of scientifically-based reform models that have the most potential of triggering academic improvement. Middle and high schools receive priority because elementary schools have the opportunity to receive additional funding under the state's Reading Excellence Act and Reading First programs.

Proficient level of performance

All CSR schools participate in the appropriate elementary, middle and high school assessments required by the Tennessee Comprehensive Assessment Program. CSR elementary and middle schools administer the TCAP Achievement in grades 3-8 and high schools assessments in reading, language arts, mathematics, and science. An analysis of results for individual students, subgroups, grade levels, content, and schools and districts which have received Comprehensive School Reform grants will reveal the percentage of schools meeting or exceeding the proficient level of performance on State assessment in reading/language arts and mathematics. Current year data will be compared with prior years' achievement data. Comparison of CSR data will include the group of Title I schools as well as non-Title I schools. The State of Tennessee has an agreement with the US Department of Education to function under a waiver until 2003 when the standards-based assessments will be in place establishing the baseline.

5. *Teacher and Principal Training and Recruiting Fund---subgrants to eligible partnerships (Title II, Part A, Subpart 3)*

The Request for Proposal (RFP) for Title II, Part A, Subpart 3 is disseminated throughout the state during late summer with proposal reviews conducted in the fall. Project directors are notified in December of their selection and planning begins immediately for spring and summer professional development activities.

The program will be administered to benefit teachers of Tennessee students who are in greatest need to improve academic achievement. The SEA and State Agency for Higher Education (SAHE) will collaborate to establish priorities, RFP development and selection criteria for subgrants will be based on analysis of high-need LEA data generated through school improvement processes conducted at the LEA and building level.

An advisory panel of expert K-16 educators and stakeholders will review and score proposals. Subgrants will be awarded based on the merit of the proposal as it relates to prior established criteria identified to improve content knowledge and pedagogical skills of classroom teachers, highly qualified paraprofessionals and principals. Professional development activities should also enhance instructional leadership skills of principals and technical assistance to assist LEAs in the use of Tennessee's academic content and achievement standards and assessments to improve teaching and learning. Priority will be given to low-performing schools within LEAs.

In Tennessee, staff at the Department of Education and personnel from the Higher Education Commission will work closely to identify selection criteria and priority areas for these subgrants. The professional development delivered through this program will be required to focus on specific needs of teachers in high need LEAs, and more specifically, low-performing schools within such LEAs. Selection criteria and priorities will promote improved academic achievement as based on analysis of high-need LEA student achievement data in addition to identified needs of teachers, high quality paraprofessionals, and principals related to the teaching and learning of students. As part of the selection process for successful applicants, the State Higher Education Agency will ensure that subgrants are equitably distributed by geographic area within the State; or that all eligible partnerships in all geographic areas within the State are served through the subgrants.

RFP development will seek to encourage results-driven professional development based on the gaps found in the analysis between student achievement and student learning expectations related to Tennessee's academic content standards. The development of the professional development

proposal will require the participation of teachers, highly qualified paraprofessionals, principals, and faculty from higher education institutions in the departments of teacher education and the arts and sciences.

6. *Enhanced Education Through Technology (Title II, Part D)*

Process and Timelines

The state will award EdTech competitive subgrants using the following process and timeline:

- A request for grant proposals will be published on the web on or about August 1, 2002.
- A sequential series of technical support professional development sessions will be held throughout August, September, and October to assist applicants in designing the school-level program to be presented in the application.
- The anticipated application deadline will be December 1, 2002.
- Grant awards are expected by January 1, 2003.
- The term for the first series of EdTech grants in Tennessee (EdTech 1) will be from the date of the award through August 15, 2004.
- A similar process will be used for the next series of EdTech grants (EdTech 2). The second series will, however, be for two full academic years.
- In preparation for the third series of the EdTech program, the state will examine the viability of funding regional demonstration mentoring centers of excellence from within a cluster of demonstrated successful programs. These would function as centers for collaboration among area school districts.

Selection Criteria

Applications will be evaluated by panels of professionals with practical knowledge and experience in effective technology integration.

Applicant Eligibility: Demonstration of applicant eligibility is a prerequisite before the application will be evaluated. Those LEAs whose statistical census data demonstrate that EITHER their poverty percentage is equal to or greater than the statewide average poverty percentage (as shown in those same census data tables) OR whose number of children in poverty is equal to or greater than the statewide poverty median will be in the eligible LEA pool. From this eligible pool, those having Title I schools in improvement or having one or more schools with substantial need for acquiring or learning to use technology will be eligible to submit competitive applications on behalf of their individual schools. The definition of substantial need will be based on student to computer ratios coupled with the professional readiness to use technology in everyday teaching and learning. An eligible LEA as herein defined must be the primary member in any partnership application.

Viability Rubric: The first evaluation of eligible applicants will be through a viability rubric. The following components are among those that will be used for the viability rubric:

1. Degree to which the application successfully demonstrates the applicant's incorporation of key program design requirements as specified in the request for grant proposals;
2. Extent to which the program presented demonstrates an effective implementation plan and a viable program evaluation component that includes student learning issues;
3. Evidence of effective planning for sustainability and future impact within regional circle of influence; and,
4. Use of partnership resources from TLCF2001 pilot schools and evidence of collaborative mutually beneficial expectations.

Weighting Rubric: A second rubric will be designed to address preference issues and shall include:

5. Extent of existing need: financial (including "too-small" formula awards); student achievement; effective technology use; adequate technology access;

6. Local demonstration of program support [including administrative, technical, and financial (including local use of federal funds)]; and,
7. Plans relying on drill and practice (remedial) and integrated learning systems that fail to engage the larger, further-reaching, and longer-lasting uses of technology which change basic pedagogy will have points deducted.

Final Selection: Final selection of awardees from among finalists shall be made in a manner that will:

8. Address rural/urban equity issues;
9. Demonstrate geographic distribution;
10. Complement and expand a regional distribution of technology integration centers of excellence; and,
11. Provide to the state comparison sites for conducting effectiveness research.

Promoting Improved Academic Achievement

These selection criteria promote improved academic achievement through:

1. The focus on professional development in effective integration strategies in key academic content areas;
2. Requiring use of a technology coach to insure that all teachers learning effective integration strategies actually use them with students;
3. Requiring a program evaluation component that includes student learning issues;
4. Necessitating total faculty involvement and administrative support which effective school research says are critical in improving student performance outcomes;
5. Rewarding sustainability plans that will ensure continuation of achievement gains beyond the funded program year;
6. Supporting pedagogical change addressing complexity and authenticity of learning issues as well as instructional approaches to learning; and
7. Effectively creating regionally accessible technology integration centers of excellence to serve as working demonstration models for all schools seeking to improve academic achievement.

Program Design Requirements

The grant program for EdTech 2003-4 will build on the demonstrated successes of the pilot programs funded under TLCF2001. These include:

1. Focus on improving student learning in key academic content areas;
2. A rigorous professional development program designed and implemented at the school building level and requiring participation of all full-time teaching faculty; (The focus of the professional development program must be effective integration of the use of technology in each teacher's everyday, ordinary teaching and learning environment and may not be dominated by the routine use of drill and practice, integrated learning systems, or on-line student assessment mechanisms.)
3. The services of a full-time technology coach responsible for the design, implementation, and delivery of the on-going professional development program and overall program administration as well as working directly with teachers;
4. Production and publication of technology integration examples of best teaching practice; and,
5. Use of reflective practice techniques promoting continuous improvement and deepened program impact.

The program will also

6. Ensure that adequate technical support is guaranteed for the recipient;
7. Extend the program beyond a single academic year in order to substantially ground the change in the professional learning community; and,

8. Incorporate the generation of authentic assessment products in key academic areas that require student use of technology in grade-appropriate ways and contribute to a student technology literacy portfolio.

7. *Safe and Drug-Free Schools and Communities—reservation for the Governor (Title IV, Part A, section 4112)*

a. Timelines

June 2002	Develop Request for Proposals
July 2002	Pre-bidders Workshop/Announce Availability
August 2002	Applications Due
September 2002	Review Applications
September 2002	Notify Grant Recipients
October 2002	Local Project Start-up

b. Selection Criteria and How They Promote Improved Academic Achievement

As a means of complementing and supporting the local education agencies in their efforts to address the prevention of illegal drug use and violence, the Tennessee Department of Education will award competitive grants and contracts to local educational agencies, community based organizations and other public and private organizations.

Grants and contracts will be used to implement drug and violence prevention activities including the prevention of prejudice and intolerance, the dissemination of information, community-wide planning, capacity building, technical assistance and training, evaluation, and program improvement and coordination services.

Decisions regarding grant awards will be made based upon:

- a) the identified need for the program;
- b) the quality of the program design;
- c) the extent to which the program addresses the principles of effectiveness; and,
- d) the program's potential for addressing the dual desired outcomes of a safe and drug-free learning environment and improved academic achievement.

A peer review team will review and make recommendations concerning the grants and contracts to be awarded with these funds.

c. Priorities and how they promote improved academic achievement

Four priorities have been established as part of the State's comprehensive plan. These priorities include:

- a) schools and communities with the greatest need for drug and violence prevention;
- b) services for students who are not served or who are underserved in traditional school-based programs;
- c) comprehensive, community-based programs that foster the development of long-term partnerships between schools and the communities they serve; and,
- d) training and technical assistance to schools and their partners in the implementation of effective, research-based strategies and programs.

In addition, funds may be used (within the legislated limits) to create a uniform management information and reporting system to collect data required in Section 4112(c)(3)(B).

All of the strategies identified above are anticipated to enable enhanced academic achievement by reducing many of the barriers to learning that exist in classrooms and schools.

8. *Community Service Grants (Title IV, Part A, section B)*

Tennessee's application for Community Services Program funds is currently being revised and will be resubmitted to the U.S. Department of Education no later than September 10, 2002.

9. *21st Century Community Learning Centers (Title IV, Part B)*

a. Timelines

Initial Grant Cycle

June 2002	Introductory Event
Aug. – Sept. 2002	Bidders Conference/Application TA workshops
October 2002	Application Due
November 2002	Award Notification
January 2003	Local Project Start-up

Ongoing Grant Cycle

January 2003	Bidders Conference
March 2003	Application TA Workshops
April 2003	Application Due
May 2003	Grant Review and Notification
July 2003	Project Start-up Phase

b. Selection Criteria and How They Promote Improved Academic Achievement

The Tennessee Department of Education will conduct a competitive grant process to fund Community Learning Center sites for a minimum of 3 years at not less than \$50,000 per year. Eligible entities will include local educational agencies (LEAs), community-based organizations (CBOs), faith-based, public or private organizations. The SEA will strive for equitable distribution among suburban, urban and rural communities in east, middle and west regions of the state.

To help ensure that proposals submitted are within the scope of the 21st Century Community Learning Center's legislated purpose and format and are of a high quality, the SEA will conduct at least one bidder's conference as well as regional application technical assistance workshops well in advance of the proposal due date.

Proposals will be required to address improvement of state academic achievement standards and on student performance indicators (i.e. – attendance, retention, dropouts, suspensions, expulsions and graduation rates) as well as transportation/location issues and parent involvement. Successful proposals will:

- 1) Identify the issues to be addressed and the population to be served;
- 2) Describe the activities planned to address the needs of the target population;
- 3) Detail the collaborative partnership to be formed to provide the needed services;
- 4) Describe how grant funds will be spent; and
- 5) Indicate the evaluation process to be used to determine student/project success.

The SEA, with advisory board input, will develop a 21st CCLC Reviewer's scoring rubric that will be given to applicants and posted on the Department's website. SEA staff will conduct application assistance workshops to answer questions and offer suggestions about local proposals ensuring that attention is being given to academics, enrichment and social development activities.

Prior to proposal submittal, a qualified, peer review panel will be selected and trained. The review panel will consist of individuals with expertise in a variety of educational and community based services. Training will focus on understanding of the 21st CCLC concept, the importance of the academic focus and a thorough understanding of the scoring rubric.

c. Priorities and How They Promote Improved Academic Achievement

An absolute priority for all proposals will be the criteria identified in Section 4203 (a)(3). Additionally, a competitive priority will be to award grants to applicants that propose to serve students attending schools that have been identified for improvement, both Title I and non-Title I, under the unified accountability structures of Tennessee Department of Education academic accountability standards and whose application has been submitted jointly under the criteria identified in Sec. 4202(I)(1). Proposals must also address the Principles of Effectiveness and the Performance Indicators developed for the 21st CCLC program.

Applicants must also address the educational needs of the family members of participating students. Improving the skills and academic comfort of adult caregivers will help to improve the skills and attitudes of students.

The SEA is committed to priorities that meet the federal guidelines and address proven principles of effective extended learning programs. The SEA plans to disseminate information about successful models through meetings, conference sessions and a web-based clearinghouse. Existing high quality, Tennessee sites will be identified as model programs. The expertise of these sites will be used to assist interested agencies/organizations in developing a local plan. The SEA will provide information – general and research-based - on extended learning activities and programs.

Professional development activities will also be scheduled to assist local agencies with planning and implementing projects that will have sufficient, intensive academic focus to make sustainable academic gains. The SEA will collaborate with the National Center for Community Education and other outside organizations to provide professional development opportunities. Personnel of funded projects will be required to attend a minimum of two SEA sponsored training events. Further technical assistance and professional development activities are described on page 28 of this application.

Project sites will be required to submit quarterly reports to State personnel to verify progress being made and timeline milestones. The Advisory Committee has recommended that use of the 21st CCLC annual Progress Report (APR) be continued as part of the evaluation plan. Sites will

also be involved in the SEA Comprehensive Monitoring process as described on pages 27 and 35 of this application.

Description of the review process:

The SEA will disseminate information about the availability of funds through a variety of methods including the Commissioner of Education's weekly newsletter, email database of educational and community based agencies, mass mailings, meeting/conference sessions, web-based calendar of events, advisory committee mailing lists and SEA press releases. Our goal will be to insure that all eligible entities are aware of the availability of funds.

The SEA will develop a scoring rubric based on the criteria and priorities identified in the 21st CCLC section of the SEA's consolidated application. The rubric will be given to applicants at bidder's conferences, regional technical assistance workshops and posted on the department's website.

A qualified, peer review panel will be selected consisting of individuals with expertise in a variety of educational and community based services, as well as current 21st CCLC personnel and key stakeholders of similar programs. The review panel will receive training on the use of the scoring rubric to ensure a thorough and unbiased competitive process.

The scoring rubric will serve as the foundation for the selection process with a competitive priority being awarded to applicants that propose to serve students attending schools identified for academic improvement and to applicants that include collaborations between schools and community/faith-based organizations. The SEA will attempt to select a pool of projects representing the diversity of the state while respecting the integrity of the competitive process.

A minimum acceptable score will be established and no proposals scored below the minimum will be funded. In the event that there are an inadequate number of proposals that score above the acceptable level, all unfunded applicants will be provided with additional technical assistance and be allowed to re-submit.

Number of grants to be awarded

The Tennessee Department of Education expects to award approximately forty (40) 21st CCLC projects or sites for the 2002-03 funding cycle.

Local match requirements

The SEA has elected not to require local grantees to match funds. However, within the project proposal, local partnerships and collaborative efforts will have to be identified and explained, giving applicants an opportunity to provide examples of community support and collaboration.

- 3. In the June 2002 submission, describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.**

For all formula grants under ESEA (Title I, Parts A, C and D; Title II, Parts A and D; Title III, Title IV, Part A; Title V; and, Title VI, Part B), the state has developed an electronic grants consolidated application and budget. Only necessary information required for approval will be included on both the application and electronic budget documents. Plans required under the included programs will be housed on the local educational agencies' websites and links from the

electronic application will be provided. The electronic budget document will track only original allocations and carryovers under each covered program, approved amounts, transfers from applicable programs, and financial completion information. All local line item budgets will be kept at LEA sites only. All LEAs are required to have annual audits for all their programs, both federal and state. The State Comptroller's Office has agreed to audit federal programs according to financial requirements. The State Department of Education through an application approval process will review all electronic applications before final approval. Local educational agencies will sign assurances for compliance with all programs, including accounting requirements under NCLB and EDGAR.

The structure of the Federal Programs Unit within the Tennessee Department of Education provides the base for all direct monitoring, technical assistance, and professional development provided to LEAs, schools, and other subgrantees of programs funded under No Child Left Behind. The Nashville staff of the Federal Programs Unit consists of a director of federal programs, consultants, support staff, and project directors for many of the programs funded by NCLB. In addition, direct support to local educational agencies, schools, and other subgrantees is provided by a team of 12 federal programs regional consultants who report to the Director of Federal Programs. Each of these 12 regional consultants works with a consortium of school districts to effectively implement ESEA programs. These 12 regional consultants are organized into 3 regional teams: middle, east, and west. These 3 regional teams form the base for the school support system that is described in question #4.

Monitoring of ESEA programs, both discretionary and formula, will be accomplished in two major ways. First, a comprehensive on-site monitoring of all ESEA programs will be conducted in every district on a rotating three-year basis. A team of federal programs regional staff will conduct the monitoring visit. Prior to the monitoring, targeted districts will attend a monitoring workshop in which the regional staff will orient them to the comprehensive monitoring instrument and the monitoring process. One of the main purposes of the monitoring visit will be to review and discuss the implementation of ESEA programs and their effectiveness. The last phase of the monitoring visit will include an oral report and discussion with the superintendent and other key stakeholders to review the monitoring results and offer technical assistance to improve program implementation and results. A written report will follow each monitoring visit. Districts which are entering local education agency corrective action will be both monitored and audited in a cooperative review by representatives from the Federal Programs Unit, the Audit Section, and the Divisions of Special Education, Curriculum and Instruction, and Vocational Education to best meet the state's responsibilities under Section 1116 (c)(10).

The second method of monitoring will be accomplished by the submission of annual written monitoring reports from subgrantees to report compliance with program requirements. These written desktop monitoring reports will be reviewed by the appropriate federal programs regional staff or by the appointed project director for the designated program. Findings of noncompliance from either the on-site monitoring visit or from desktop monitoring will require a resolution of the issue. Compliance issues that are not resolved will result in the non-approval of the succeeding year's application or a freezing of program funds until compliance is accomplished.

Technical assistance to LEAs, schools, and subgrantees will be provided in a variety of ways.

- One of the main purposes of the on-site monitoring is to offer technical assistance to improve program implementation and results.
- A federal programs regional consultant is assigned to a consortium of LEAs to work directly with each LEA individually and the consortium as a group. Federal programs regional consultants are trained to have good general knowledge of all ESEA programs and know the assigned State project director and office responsible for each ESEA program. The consultants assist individual LEAs, and their consortia of LEAs network with each other and

solicit the assistance of identified ESEA project directors located in Nashville when more specific technical assistance is needed.

- Federal programs regional consultants will facilitate the development of LEAs' consolidated applications under formula ESEA programs so that key stakeholders work together to accomplish effective district-wide planning.
- The Department regularly uses technology to offer technical assistance. The Department's web site has descriptions of all ESEA programs, State contacts, and links to resources such as the USDOE web site and regional educational laboratories. Furthermore, the Department communicates information on a weekly basis to local administrators about educational programs and opportunities through its electronic listservs.

The Department provides professional development opportunities through many avenues.

- The Department will identify certain themes for professional development that it will support each year through its school support system. Next year there will be three main themes for professional development: working effectively in high-poverty schools, understanding and implementing the State's recently adopted content standards in reading/language arts and math, and working with English language learners in the regular classroom. The Department will contract with a Tennessee higher educational institution to provide workshops on these three themes statewide. The university will arrange for consultants, locations, registration, and workshop fees.
- The Department will continue its collaboration with Appalachian Education Laboratory (AEL), and its Comprehensive Technical Assistance Center, to provide Tennessee teachers with high-quality professional development aligned with the State's content and academic standards. The Eisenhower Consortium, located at AEL, has structured a three-year plan in consultation with the Department's Curriculum and Instruction Unit for implementing the State's standards in mathematics and science. This collaboration between AEL and the State is supported by a state advisory team. In addition, AEL, and its Comprehensive Technical Assistance Center, partner with the Department in the development and implementation of such activities as the National Science Foundation Math/Science Partnership grant and the development of high-quality professional development in the area of reading.
- The Department has an Office for Professional Development and School Improvement. The Federal Programs Unit will partner with this Office to sponsor workshops for school leaders and to sponsor a school improvement planning process which will meet the needs of all schools, Title I and non-Title I. All Tennessee schools are required to develop and revise school improvement plans every two years. The partnership will also include special workshop training to teams of educators from schools on the implementation of effective school-based professional development plans and workshop training for mentors of newly hired teachers.
- The Department has collaborated with partners outside the state to implement on-line professional development for educators and paraprofessionals. The Appalachian Regional Consortium (ARC) will provide Tennessee with \$1 million to implement the technological infrastructure necessary for schools in Tennessee to obtain broad-band capabilities. This will allow the Department to offer high-quality on-line professional development with streaming video capabilities to schools across the state. To begin this process, the Department is partnering with its regional educational laboratory, Appalachian Educational Laboratory, and its Comprehensive Technical Assistance Center, to develop professional development units in scientifically based reading programs or strategies for all K-3 teachers in the State. This is to support the goals of the state's Reading Excellence Act grant proposal and to anticipate the State's implementation of its Reading First initiative. However, this approach to offering on-line professional development will also be utilized to train high school teachers to help their

students achieve proficiency in math and science assessments required for graduation. The Department will continue to expand this medium to provide quality professional development based on scientific research to all Tennessee educators.

- Finally, the 12 federal programs regional consultants have responsibilities to broker identified professional development for their assigned LEAs with the Tennessee higher education institution which has the contract to assist the State in meeting its responsibilities to provide a statewide school support system. Teachers in schools identified for improvement will be the first focus for this technical assistance. The selected university will provide the logistical support for the delivery of the professional development.

All of these diverse approaches to providing systematic professional development to Tennessee educators will be based on a thorough knowledge and application of effective instructional programs and practices based on scientific research. All SEA staff will receive regular professional development on current knowledge and application of scientifically-based programs and practices and will apply that knowledge when they provide technical assistance and monitor.

4. In the June 2002 submission, describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.

The Statewide system of support under section 1117 to ensure that all schools meet the State's academic content and student achievement standards has several components and levels of service depending on the needs of the schools (www.state.tn.us/education/acctspdpd.htm).

- For those schools identified as in school improvement year 2 or corrective action (or under the State's nomenclature, "on notice", "Probation 1" and "Probation 2"), the State will provide intensive assistance from a well-trained Exemplary Educator. The Exemplary Educator program is a joint collaborative effort between the Department and Appalachian Educational Laboratory to provide the assistance of an Exemplary Educator to the schools struggling most with meeting the state's single accountability system requirement. Exemplary Educators are systematically trained to work with high-need schools on a regular basis to revise and improve their school improvement plans and to help both administrators and teachers improve their performance. Each Exemplary Educator will remain with his/her assigned school until it has met adequate yearly progress for two consecutive years or has entered into Alternative Governance.
- To help schools that are in school improvement but not yet in school improvement year 2, the Department will employ a systematic approach. First, the Department will build the capacity of affected local educational agencies to provide technical assistance to schools in improvement, both Title I and non-Title I. This will be accomplished by the regular meetings of the LEA consortia under the leadership of the assigned federal programs regional consultants. Networking among LEAs in each consortium will increase the capacity of all districts to assist struggling schools. Second, each region of the state---middle, east, and west---will coordinate its LEA regional consortia to form regional school support systems. Each of these regional school support systems will have a list of approved independent consultants with specific areas of expertise that schools and school districts can utilize to obtain technical assistance. All schools in school improvement must show that they have obtained outside assistance in analyzing their data and revising their school improvement plans. There will be one school improvement plan template developed by the Office of Professional Development and School Improvement and one systematic approach that will be used by all approved consultants and Exemplary Educators when working with schools on improvement initiatives.

- All other schools will have the option of participating in the professional development activities, requesting assistance from the state federal programs regional consultant, or utilizing the services of one of the consultants on the State's approved school support list.

Funds to operate the school support system will be derived from the 5% the State may use out of its Title I school improvement funds and additional program funds under Title V. To implement the system fully, the Department will contract with Tennessee higher education institutions to provide technical assistance on school improvement initiatives and to act as the vendor for state-sponsored professional development activities.

5. **In the June 2002 submission, describe the activities the State will conduct to---**
- a. ***Help Title I schools make effective use of schoolwide programs to improve the achievement of all student, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs;***

The State will utilize its school support system as the primary vehicle to help Title I schools make effective use of schoolwide programs to improve the achievement of all students. Through the leadership of the federal programs regional consultants and through the networking within each consortium of LEAs, a school will have multiple avenues to obtain assistance. First, the regional consultant will provide on-site assistance to schools wanting to go schoolwide as well as schools wanting to improve their schoolwide programs. This technical assistance will include information related to the use of funds, planning for schoolwide programs, implementing these programs, and evaluating their success. When more intensive technical assistance is needed, the regional consultant will provide the LEA and school with the list of approved independent consultants. Annually, the State will monitor all schools for progress in meeting adequate yearly progress goals. Federal programs regional consultants will provide more intensive assistance to those schools failing adequate yearly progress and struggling to ensure that their students reach proficiency on the State's academic content and achievement standards. Second, through regular meetings of federal programs directors in the LEA consortia, the regional consultants will help to partner schools with other schools having success in implementing schoolwide programs. The consultants will assist in arranging site visits and technical assistance.

In addition, all Tennessee schools are required to submit to the State for review their school improvement plans every two years. The Department will design a school improvement plan template that will incorporate the components necessary for a schoolwide school improvement plan. State Department reviewers will review all plans for compliance.

The State will continue to use technology to improve schools. Educators and other key stakeholders will be able to access information on effective implementation of schoolwide programs by visiting the Department's website at www.state.tn.us/education under Federal Programs and find links to resources.

The State commits to taking steps to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs by:

- Convening a task force of both state and local administrators and accountants to review the present fiscal and accounting procedures to determine the barriers that might prevent the consolidation of federal, State, and local funds in schoolwide programs;
- Collaborating with the Comptroller's Office to design fiscal and accounting processes and procedures which eliminate these barriers; and,
- Training local and state accountants, bookkeepers, and auditors on the implementation of these procedures and processes.

- b. *Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help State will provide to LEAs and schools to---***
- i. *Conduct effective professional development activities;***

The State Board of Education has developed a policy (approval date of August 2002) for professional development (www.state.tn.us/sbe) which includes the definition of professional development in Section 9101(34). This policy will form the cornerstone of the technical assistance that federal programs regional consultants will provide to LEAs and schools as they develop district and school professional development plans. In addition, the Office of Professional Development and School Improvement will collaborate with the Federal Programs Unit to offer regional workshops for interested schools on planning effective school-based professional development. The North Central Regional Educational Laboratory's *Professional Development: Learning from the Best---A Toolkit for Schools and Districts Based on the National Awards Program for Model Professional Development* (www.ncrel.org/pd/toolkit/lftb.pdf) will serve as the base for the training.

- ii. *Recruit and hire qualified teachers, including those licensed or certified through alternative routes;***

Since 1988, Tennessee has worked to improve teacher education in Tennessee. The State Board of Education and Tennessee Higher Education Commission adopted a set of far reaching initiatives. These initiatives have been supported by the State's active participation and membership in regional and national organizations devoted to developing and retaining highly qualified teachers. Some of these organizations include the National Council for the Accreditation of Teacher Education, the Interstate New Teacher Assessment and Support Consortium, the National Commission on Teaching and America's Future, and the Southeast Center for Teacher Quality. Some of the initiatives that the State supports to obtain a highly qualified teaching force include the following.

- All teachers are required to have an academic major and a focused professional education core.
- The State Board of Education has developed and approved new licensure standards in over 50 licensure areas that are based on performance standards delineating what a first-year teacher should know and be able to do.
- Teacher education programs must demonstrate high levels of collaboration between their education units and other units in the institution such as liberal arts and sciences.
- Teacher candidates must participate in early, varied, and well-sequenced field experiences.
- Post-baccalaureate and alternative licensure programs enable qualified individuals seeking to change careers to obtain licensure in streamlined but rigorous programs.
- Teacher candidates must pass the Praxis test, Principles of Learning and Teaching, and tests in subject areas requiring multiple modules.
- For state approval, teacher education programs must meet the standards of the National Council for Teacher Education (NCATE) and NCATE accreditation is encouraged.
- The State contracts with the Southern Regional Education Board to produce an annual educator supply and demand study (www.state.tn.us/education/fasupdemsummary_sbe2.htm).

In addition, the State Department will help LEAs recruit and hire qualified teachers by:

- Providing access to two websites in which school districts can review resumes of potential candidates and advertise for teachers. One website is an in-state site and can be accessed at www.k-12.state.tn.us/teachtn. The other is a national website and can be accessed at www.state.tn.us/education/speced/setchrstchrspromo.htm;

- Working with the LEA consortia and their regional teacher education programs to establish alternative licensure programs in areas of need: These programs would be supported by local Title II funds;
- Working with the Board of Regents to develop on-line support for teachers working in alternative licensure programs;
- Working with the Board of Regents to align proposed Board of Regents general education requirements with general education core requirements for teacher candidates and provide advisement to community college students who wish to become teachers;
- Collaborating with the Board of Regents to develop on-line additional endorsement courses for identified subject area shortages; and,
- Reviewing all newly hired teachers on permits, waivers, or interim licenses to ensure that they are not placed in Title I schools: This will be done as a part of the required school approval process in the fall.

iii. *Retain highly qualified teachers.*

The State Department collaborated with the Southern Regional Education Board (SREB) to produce a report in August 2001 titled “Educator Supply and Demand in Tennessee.” The most salient issue in the report was that newly hired teachers in Tennessee were exiting the profession at high rates. Within the first 4 years, 36% of newly hired teachers exit the field and within 5 years, 42%. Only 17% of teachers who leave the profession return. Because of this, Tennessee identifies the retention of highly qualified new teachers as a high priority. The strategies listed below reflect this priority.

The State Department will assist LEAs to retain highly qualified teachers by:

- Reviewing baseline data for existing teachers to determine the number and kinds of teachers who are not highly qualified according to Section 9101(23). This will be a collaborative effort between the Department and the State Board. Strategies to ensure that currently employed teachers become highly-qualified will be developed over this year and identified in the State’s plan submitted in May 2003.
- Providing research-based training for mentors to mentor new and struggling teachers effectively: This mentor training will continue the framework that was established across the state as a result of the State’s Title II, Higher Education Act grant. The Office for Professional Development and School Improvement will continue to approve trainers for state-adopted mentoring programs and arrange regional training sessions. A consultant will be funded with Title II ESEA program funds to support this initiative.
- Collaborating with the Board of Regents to develop on-line training and support for mentors; and,
- Providing technical assistance on the use of federal funds to provide incentives and merit pay to teachers in high-poverty schools. The Department will issue written guidance on strategies to combine federal funds to increase the percentage of highly qualified teachers retained.

Although all of these strategies will be utilized to help all schools recruit and retain “highly qualified” teachers, the Federal Programs staff will target high-poverty schools and schools in need of improvement for particular assistance. The Nashville Office of the Department will include a Title II Project Director who will collaborate with the federal programs regional consultants to help those districts with high-poverty schools or schools in need of improvement recruit and retain “highly qualified” teachers. This assistance will include strategies for coordinating the use of both Title I and Title II funds to achieve the goal.

- c. ***Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.***

The State will conduct the following activities to ensure that all paraprofessionals meet the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year:

- The Department will identify one approved state assessment that will measure the necessary knowledge and skills identified in sections 1119(c) and (d).
 - The Department will assist LEAs with technical assistance on providing the necessary professional development for paraprofessionals to pass the approved state assessment and function effectively in their positions.
 - The Department is collaborating with the Tennessee Board of Regents (TBR) to develop an on-line Associate's Degree for paraprofessionals which will articulate to teacher education programs in TBR schools.
 - The Department will issue written guidance for LEAs on the requirements for paraprofessionals. This guidance will include information on the use of Title I and II funds to provide the necessary training for paraprofessionals. During regularly scheduled training workshops for LEAs, this written guidance will be disseminated and discussed.
 - As a component of the comprehensive monitoring process, the Department will assess LEAs for compliance with the requirements in sections 1119(c),(d), and (f). As a part of this comprehensive monitoring process during school year 2002-2003, the State will ensure that all paraprofessionals employed in Title I funded programs have secondary diplomas. Districts that are struggling with meeting these requirements will be given individualized technical assistance from the assigned federal programs regional consultant.
- d. ***Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education, libraries, and other private and public profit and non-profit entities with technology expertise to improve the use of technology in instruction.***

In order to assist LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, IHEs, libraries, and other private and public entities with technology expertise to improve the use of technology in instruction, Tennessee's primary strategy is to utilize the TLCF2001 pilot schools that have demonstrated success during the pilot year program.

Partnerships with Pilot Schools will be encouraged through:

1. Publicizing the existence of the pilot schools and encouraging applicants to study the weekly progress journals produced during the pilot year in order to identify successful strategies and evaluate the partnership potential of various pilots.
2. Including TLCF2001 pilot school coaches in the technical assistance sessions held for applicants in order that applicants may identify those which could serve in a partnership role during their grant program.
3. Recommending that all applicants seek an arrangement with a pilot school whereby the pilot school can serve as a visiting lab school, provide teacher-to-teacher sustaining advice, develop collaborative professional development events, and offer its coach to mentor the coach in the new grantee school. The grant applicant would delineate the financial considerations that would be made to the pilot school for its advisory role.
4. Making the pilot school experiences with other private and public entities (on-line professional development experiences, hardware choices, software solutions) available to assist the high need LEAs in evaluating recent, realistic impact of the claims often put forth by for-profit entities.

Other Partnerships

1. The state will provide, as part of its ongoing technical support for subgrantees, a series of professional development events in partnership with regional technology consortia.
2. The state will recommend an IHE partnership for the purposes of consistent external evaluation studies.
3. For partnerships with other private and public for-profit entities, the state will require that the other entity commit to rigorous analysis of impact on student achievement in ways that are not prejudicial in favoring the entity's own products or services.

e. Promote parental and community participation in schools.

The State will promote parental and community participation in schools in a variety of ways. The State partners with its Parent Information Resource Center to provide training on effective parental and community involvement practices (www.nashvilleread.org). The State will also develop its own website on effective parental involvement practices that will be available for all LEAs and schools. In addition, through technical assistance and monitoring, federal program regional consultants will ensure that:

- Each school develops or revises, in consultation with parents, the school-parent compact;
- Public school choice and supplemental services provisions are carried out;
- Applicable assurances or plans to notify parents with respect to parents' right-to-know provisions are provided in a language that the parents can understand to the extent practicable;
- Schools have access to a website through a state contract with Transact which translates important school documents into 23 languages in order to communicate in a language which parents understand;
- Title I schools which have linguistically diverse student populations have parental involvement plans that address linguistic and cultural barriers; and,
- Plans, guidelines, and procedures for providing parents with the list of State approved supplemental service providers are in place.

The State will provide state, district, and school report cards with the required information required by Section 1111(b)(2) and (h) on its website.

f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.

The State will utilize its data collection and research capacities to secure the baseline and follow-up data that is necessary for accountability requirements under NCLB. The State is currently designing its student management system and expects that much of the required information will be captured through it. Through the implementation of the student management system, the State will have the capacity to obtain the necessary data in a timely fashion. Quality control measures will be implemented to ensure accuracy.

6. In the June 2002 submission, describe how

a. SEA officials and staff consulted with the Governor's office in the development of the State plan;

SEA officials and staff met with appointed representatives of the Governor's office in the development of the State plan to discuss its development. The Commissioner of Education briefed the Governor on the status of the plan. The Governor's Office and the Department hosted a statewide meeting to present the plan for public comment.

- b. *State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers;***

Department officials and staff coordinate ESEA-funded programs with State-level activities the State administers in various ways. First, federal programs regional consultants provide technical assistance to districts on coordinating both ESEA- and state-funded programs. Second, many of the ESEA-funded discretionary programs specifically ask applicants to address the coordination of all programs, federal, state, and local, to meet the proposed programs goals. Third, the Department sponsors professional development activities and conferences on a regular basis which involve both federal and state funded programs.

- c. *State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations; and***

Both the Department and the State Board of Education have task forces and committees which have representatives from key stakeholder groups. The Division of Vocational Education has regular meetings of representatives from IHEs, business groups, nonprofit organizations, and others to provide input and guidance on designing a statewide educational system which will prepare students to succeed in college and the world of work. Tennessee has a special P-16 council, which is co-chaired by a representative of the business community (CEO of BellSouth), the Commissioner of Education, and the Executive Director of the Tennessee Higher Education Commission. The priorities of this council include improving student learning and enhancing teacher quality. In addition, to ensure the connection between K-12 and higher education, the Executive Director of Tennessee's Higher Education Commission is a member of the State Board of Education. These are only some of the ways that both the Department and the State Board coordinate with other key stakeholder groups to design and implement an effective educational system.

- d. *State officials and staff will coordinate with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).***

State officials and staff coordinate with other state agencies and the Governor's office on a regular basis. Commissioners of all state agencies, including Education, are appointed by the Governor. Coordination and regular communication among state agencies occur as a result of the infrastructure. The commissioner of education meets with other commissioners and the governor during regularly scheduled cabinet meetings. The Governor's office coordinates programs and activities which cross state agencies. Because of this, State education officials and staff often serve on task forces which address cross-program issues, such as child welfare.

All K-12 federal education programs, including ESEA, IDEA, and Perkins, are housed in Nashville in the same location and report to the commissioner. Communication and coordination among these programs occur informally and formally through cross-program committees. A Head Start liaison is housed in the Department and coordinates with all relevant programs, including Title I, to make the transition from Head Start to kindergarten more successful. The McKinney-Vento Homeless Assistance program is housed in the Federal Programs Unit. Coordination with Adult Education, which is housed in the

Department of Labor, is structured through a strong family literacy initiative in the Department.

9. **In the June 2002 submission, describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.**

As part of the State's approval of LEAs' local consolidated applications for funds under Title I, Parts A, C and D; Title II, Parts A and D; Title III; Title IV, Part A; Title V; and Title VI, Part B, the State will require LEAs to adopt the same ESEA performance goals, indicators, and targets that the State has adopted. Either through annual performance monitoring reports or through state generated data, the State will determine whether or not individual LEAs are making progress in meeting the adopted goals, indicators, and targets. Those LEAs with consistent data showing a lack of progress will receive special technical assistance from the assigned federal programs regional consultant. Expertise from project directors of the covered programs will be solicited when the problems are persistent and challenging.

The State will analyze data related to Adequate Yearly Progress (AYP) criteria to determine schools that have not met the State's AYP goals. The State will notify the LEAs involved and provide the necessary period of time for schools to appeal under "statistical or substantive" reasons. After that process, the State will formally identify schools for improvement/on notice, corrective action/probation 1, or restructuring/probation 2 and prioritize technical assistance as outlined in the School Support System section (www.state.tn.us/education/acctsipd.htm).

When LEAs fail to meet program specific performance goals, such as Adequate Yearly Progress, increasing the percentage of highly-qualified teachers, or increasing the percentage of limited English proficient students who become proficient, then the State consultant or director responsible for the covered program will collaborate with the LEA and the federal programs regional consultant to provide intervention strategies that are based on scientifically based research.

In addition, as discussed in the section on monitoring, any LEA that enters LEA corrective action status will be subjected to a thorough audit and monitoring of all state and federal programs.

Part III: ESEA Key Programmatic and Fiscal Information

1. **Title I, Part A---Improving Basic Programs Operated by LEAs [Goals 1,2,3,5]**
 - a. *Identify the amount of reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.*

The State will reserve 5% of the amount in section 1003(a) for State-level activities. This amount will be used to contract with a Tennessee higher education institution to provide school support services and professional development to the LEA consortia. These activities will include:

- Providing a statewide system of professional development developed around annual themes: The university contractor will be responsible for arranging for locations, consultants, and registration fees for participants.
- Providing technical assistance to the federal program regional consultants to develop and improve their LEA school support consortiums; and,

- Providing technical assistance to the Coordinator of School Support and Professional Development to develop, implement, and manage the statewide system of school support.

b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for the use of those funds.

The State will allocate funds under section 1003(a) to the highest-need LEAs based on numbers of schools in improvement, corrective action, or restructuring. To receive funds, LEAs must commit to using these funds to assist the lowest performing schools in the district in meeting the needs identified in their school improvement plans. As part of that commitment, LEAs must ensure that all identified schools that receive funds have revised their school improvement plans with the assistance of an external facilitator and have attended sessions on developing school-based professional development plans sponsored by the Office of Professional Development and School Improvement Plans. The State will use a two-step process to approve LEA allocations.

- Step 1: Determination of the LEAs eligible to receive school improvement funds will be made by analyzing the number of schools identified in school improvement, corrective action, or restructuring. Allocations will be based on the number of schools an LEA will serve with these funds and the number of pupils in those schools.
- Step 2: LEAs will submit written applications to the State which will specify their plans to assist the identified schools, include the required components and assurances, and explain how the proposed plans will meet the needs of the identified schools' improvement plans. The State approval process will include:
 1. a review of the written application of each LEA; and,
 2. an on-site visit from a team of State Department staff to discuss the plan with representatives from the identified schools and the central district office.

If an LEA plan needs to be revised to obtain approval, the assigned federal programs regional consultant will assist the LEA with the required revisions.

c. Identify what part, if any, of State administrative funds the SEA will use for assessment development under Section 1004 of the ESEA, and describe how those funds will be used.

The State will not use any of its State administrative funds for assessment development under Section 1004.

d. Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under Section 1116(e)(6) and (7) and the procedures for determining the amount to be used for this purpose.

The State will not reserve any of its Title I or Title V funds to assist LEAs that do not have sufficient funds to provide supplemental services for all eligible students requesting such services. However, the State will publish guidance to inform LEAs of the process for distributing funds for schools to use for supplemental services that are consistent with section 1116(e)(6). This guidance will appear on the Department's website and be included in any written communication to all superintendents whose schools are identified in School Improvement Year 2. This guidance will be developed after the U.S. Department of Education publishes guidance on supplemental services, but no later than the start of school year 2002-2003.

- e. *Describe how the State will use formula funds awarded under Section 6113(b)(1) for the development and implementation of State assessments in accordance with Section 6111(b)(1).*

The State will use funds awarded under Section 6113(b)(1) for the development and implementation of State assessments in the following ways:

- The costs of the development of the augmented assessment system required by Tennessee's timeline waiver for grades 3, 5, and 8 in reading/language arts and math for school year 2002-2003;
- The costs of revising the high school testing program to meet ESEA requirements;
- The costs of the development of the required assessments in reading/language arts, math, and science for grades 3-8 by school year 2004-2005; and,
- The costs of the revisions necessary for Tennessee's performance-based writing assessment administered in grades 5, 8, and 11.

2. Title I, Part B, Subpart 3---Even Start Family Literacy [Goals 1,2,5]

- a. *Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.*

Tennessee has developed a unique model to comply with national accountability requirements, while also supporting a maximum of individuality and local project control. This model includes a *Continuous Quality Improvement* component as well as an enhanced role for outside evaluation and technical assistance. The model enables Tennessee to respond to new Federal accountability mandates by strengthening qualitative and quantitative aspects of its evaluation system in anticipation of being able to provide technical assistance where needed. Given the increasing importance of family literacy and accountability, it is imperative that Even Start sites and their evaluators maintain a high commitment to rigorous evaluation and measurement of program quality, as well as on-going program improvement.

Please see the Tennessee Even Start Family Literacy Programs Performance Indicators, Quality Assurance, & Evaluation System on-line

<http://www.state.tn.us/education/sp/spevenstarttrfp02.htm>

- b. *Describe what constitutes sufficient program progress when the SEA makes continuation awards.*

Tennessee has developed, based on the best available research and evaluation data, indicators of program quality for Even Start Programs. The indicators are used to monitor, evaluate, and improve those programs within the State. The indicators include the following:

- (1) With respect to eligible participants in a program who are adults [See ESEA Performance Goals 1,2,3,5]—
 - achievement in the areas of reading, writing, English-language acquisition, problem solving, and numeracy;
 - receipt of a secondary school diploma or a general equivalency diploma (GED);
 - entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and
 - such other indicators as the State may develop.
- (2) With respect to eligible participants in a program who are children [See ESEA Performance Goals 1,2,3] —

- improvement in ability to read on grade level or reading readiness;
- school attendance;
- grade retention and promotion; and
- such other indicators as the State may develop.

Tennessee will use a “best practice” approach to evaluation of progress for Even Start projects to determine progress toward meeting performance indicators listed above. For intervention programs such as Even Start this requires a basic “input-process-output” model. That is, the *goals* of the program should direct the *process* of service delivery. *Continuous Quality Improvement*, or *CQI*, has become a universal tool for monitoring the functions of organizations to provide immediate feedback and opportunity for correcting or improving areas that do not measure up to program or model standards. In general, *CQI* involves periodic reviews of program areas to determine how well they are functioning and sets out planning improvements where needed, then implements them and re-assesses after a reasonable amount of time has elapsed to determine progress.

Through the use of a *Continuous Quality Indicator and Evaluation Matrix (C-QIEM)*, Tennessee Even Start staff, in conjunction with their evaluators, will demonstrate “fidelity” to the national Even Start model, the ESEA and Tennessee’s contracted requirements for receipt and use of Even Start funds. Use of the Matrix will help staff show how well their projects are doing, will help State-level personnel and consultants provide targeted Technical Assistance for demonstrated needs, and will also provide consistent data across project sites.

In Even Start, this process includes client recruitment and identification of participant needs, which then leads to individualized interventions designed to meet those needs. *Results*, or *outcomes*, determine the extent to which the program has attained its goals, as well as whether the interventions were effective in improving participant performance as compared to entry status. Effective evaluations measure *outcomes* as well as the *process* of service delivery in order to determine how and why results were obtained.

By integrating this with an on-going, continuous cycle of self-assessment, self-improved service delivery, and evaluation, or *Continuous Quality Improvement (CQI)*, programs position themselves to achieve the highest likelihood of success. In Even Start, contracted “Scope of Services” documents and “Quality Attributes and Indicators” describe the nature of service delivery, while portions of the ESEA and Family Literacy Act state required services as well as desired outcomes. Therefore, the evaluation framework for Even Start programs references these to ensure compliance with service delivery in order to achieve mandated results.

c. Explain how the State’s Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

Families living in poverty and hindered by illiteracy, undereducation or low English proficiency struggle to survive in our rapidly changing economic and social culture. Even Start programs address this reality by providing integrated services that include:

1. education and training for parents whose goal is economic self-sufficiency;
2. support for parents, recognizing the importance of their role as first and primary teacher and helping them to become partners with the school in the education process of their children;
3. interactive parent and child activities that are literacy-based, language-rich and positive; and
4. age-appropriate education for children beginning at birth, recognizing the tremendous impact of early experience on academic and social achievement.

Even Start programs consider *the family as the unit of service*, providing these educational opportunities for parents and children, coupled with support services that help families to

overcome traditional barriers to acquiring these services. Each of these components represents a positive and successful strategy that helps individuals to acquire the basic skills needed to be effective students, parents, workers and citizens. The purpose of integrated family literacy programs is to help break the intergenerational cycle of poverty, illiteracy and undereducation that negates human potential and consumes social resources.

Tennessee will continue to develop and implement the *Tennessee Even Start Performance Indicators, Quality Assurance, and Evaluation System*, which demonstrates an understanding of the relationship of process and performance. Both selection and evaluation processes are correlated, and both consistently incorporate compliance and fidelity to the Even Start model with expected academic, social and developmental achievement for our families. The framework for this integrated approach:

- provides clearly defined attributes of effective practice, which are substantiated by extensive, national scientifically-based research regarding both the efficacy of the model and longitudinal outcomes;
- acknowledges and defines the relationship of program components to expected outcomes;
- provides a standardized instrument that gives new applicants a clear description of expectations and existing projects a tool for measuring project and participant progress;
- concurrently provides a protocol for developing and evaluating local needs, goals and outcomes;
- includes a protocol for identifying technical assistance needs and for providing targeted assistance;
- promotes a holistic and integrated service model that recognizes the family as the unit of service; and which identifies and addresses the barriers that keep family members from participating in single component services;
- demands developmentally appropriate assessments for each of the required components of the model which, in turn,
- guide instructional decisions, including individualized and targeted instruction, using curricula and methods that are sound and have been subjected to scientifically based research

d. *Identify the amount of the reservation under subsection 1233(a) that State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.*

94% of the annual Even Start Award flows through the state in the form of subgrants to local projects. The state will retain 6% of the total annual award, one half (3%) of which will be used for administration. The remaining 3% will be used for:

- training and staff development for Local Even Start Site Staff and Evaluators
- targeted technical assistance for program improvement through one or more contracts with third parties
- activities to continue to develop, implementing and using the *Tennessee Performance Indicators, Quality Assurance & Evaluation Systems* and the *Tennessee Even Start Data Collection System*.

[ESEA, Title I, Part B-Subpart 3, Section 1233, 1234 (c), 1240]

FY 2002-2003 Funding

<i>Anticipated Award</i>	100%	\$3,037,176.00
<i>Flow Through to Local Projects</i>	94%	\$2,854,945.00
<i>Administration</i>	3%	91,115.28
<i>Activities to continue to develop, implement and improve Tennessee Performance Indicators, Quality Assurance & Evaluation Systems and the Tennessee Even Start Data Collection System.</i>	2%	60,743.52

Training and Staff Development, Targeted TA	1%	30371.76
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3. **Title I, Part C---Education of Migrant Children** [Goals 1,2,5]

- a. ***Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.***

The Migrant Education Program will develop a comprehensive needs assessment with the assistance of an independent consultant experienced in working with state education agencies. The steps to accomplish this include:

- Forming a group of representative migrant personnel from across the state;
- Identifying program staff and migrant needs;
- Prioritizing the needs;
- Determining the measurable program goals and outcomes;
- Identifying available data to measure progress toward the goals and outcomes; and,
- Writing a service-delivery plan.

This annual plan will be posted on the Department's website and public comment solicited. Revisions to the plan will be made if necessary. The final plan will guide the priorities and resources of the Migrant Education Program.

- b. ***Describe the State's priorities for the use of migrant education program funds in order to meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.***

The State will provide technical assistance in the areas of identification and recruitment, student records transfer, and professional development. The focus of this technical assistance is to help migrant students reach the State's challenging academic standards. In addition, as most migrant students in Tennessee are limited English proficient, the other focus will be to increase identified migrant students' English proficiency. The prompt identification and recruitment of eligible migrant children will lead to appropriate delivery of services, which will help to promote uninterrupted educational services.

- c. ***Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the statutory priority for service in section 1304 (d), and the availability of funds from other Federal, State, and local programs.***

The State will determine the amount of any subgrants according to:

- Number of eligible migrants identified by LEA;
- Number of migrant students whose education has been interrupted during the regular school year;
- Number of migrant student who are failing, or are most at risk of failing, to meet the State's academic and achievement standards;
- Number of migrant students with limited English language proficiency; and,
- Number of underserved migrant youth (ages 0-3 and 18-22).

After the comprehensive needs assessment is finalized, the State will identify measurable statewide program goals and outcomes. The above mentioned criteria for determination of subgrants will be reviewed accordingly. In addition, local migrant education programs will be asked to identify the availability of funds from other Federal, State, and local programs and how

those funds will be coordinated with Migrant Education funds to achieve the statewide program goals and outcomes.

d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migratory children.

The State will promote continuity of education and interstate and intrastate coordination of services for migratory children in many ways including:

- Electronically transferring education and health records to other states when requested through the MIS2000 system;
- Coordinating with the migrant education consortium, CAIR, to improve the State's identification and recruitment system to better identify migrant children and youth;
- Utilizing the services of the toll-free Migrant Education Hotline to identify migrant families and help them access education, health, and other services; and,
- Partnering with the High School Equivalency Program (HEP) and College Assistance Migrant Programs (CAMP) at the University of Tennessee Knoxville by referring eligible migrant students to these instate programs.

e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

The State will evaluate the effectiveness of its migrant education program in a variety of ways which will include:

- Conducting annual on-site monitoring of each program;
- Analyzing data at both the state and local levels to determine progress in meeting the state's performance goals and outcomes; and,
- Assembling a migrant education task force to revise the migrant education service delivery plan based on the results of the data analysis.

f. Identify the amount of funds that the SEA will retain from its Migrant Education Program allocation, under section 200.41 of the Title I regulations (34 CFE 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

The Tennessee Department of Education will not retain a percentage of grant funds allocated for state-level administration under section 200.41 of the Title I regulations (34 CFR 200.41) to carry out administrative and program functions.

4. Title I, Part D---Children and Youth Who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

GOAL: To improve the academic and vocational and technical skills of children and youth who are neglected, delinquent, or at risk so that they might become productive members of society.

Objective 1: To maintain and improve educational achievement of participants.

Indicator 1.1: 85% of students will progress academically above their current level in math, language arts, and reading.

Indicator 1.2: The percentage of students that pass the state-mandated tests will increase annually.

Data Source: State Agency/LEA Performance Report

Objective 2: To increase the number of school credits accrued by participants that meet State requirements for grade promotion and secondary school graduation.

Indicator 2.1: The percentage of students promoted from remedial classes to grade level or to GED classes will increase annually.

Data Source: State Agency/LEA Performance Report

Objective 3: To provide participants with transition services to regular programs or other education programs operated by local education agencies.

Indicator 3.1: A minimum of 70% of students who move into a school program will remain in that program for one year.

Data Source: State Agency/LEA Performance Report

Objective 4: To assist participants in completing Secondary School (or Secondary School equivalency requirements) and obtaining employment, or providing participants with post-secondary education and/or job training programs after leaving the correctional facility or institution for neglected or delinquent children and youth.

Indicator 4.1: The percentage of students completing Secondary School or GED requirements will increase annually.

Indicator 4.2: The percentage of students entering the workforce, entering post-secondary institutions, or job training programs following release from state custody will increase annually.

Data Source: State Agency/LEA Performance Report

b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of children and youth from correctional facilities to locally operated programs.

The State of Tennessee will provide projects with written guidance and training needed to provide transition services to students such as:

- Opportunities for students receiving special education diplomas;
- Opportunities for students with poor mathematical skills;
- Programs that provide job training for students without regular high school diplomas or GEDs;
- Options and funding sources for students that will be considered adults upon leaving the facility; and,
- Workforce or Life Skills transition assistance.

b. Describe how funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocation and technical training programs.

State Agencies will be required to provide a description of transition services in their applications. The state agencies must also explain how funds will be used. Project applications will not be approved if descriptions/explanations of transition services are not satisfactory. To accomplish this, the State will provide written guidance and training.

5. Title I, Part F---Comprehensive School Reform [Goals 1,2,5]

- a. Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.***

The State will award Comprehensive School Reform (CSR) subgrants based on the following process:

- (9) identification of the pool of eligible schools;
- (10) review of eligible school list to ensure geographical, grade level and urban/rural diversity;
- (11) invitation of eligible schools to attend technical assistance sessions;
- (12) invitation of eligible schools to apply following technical assistance sessions across the State;
- (13) additional district/school technical assistance provided upon request;
- (14) grant applications received, reviewed and prioritized;
- (15) on site visits conducted; and,
- (16) announcement of grantees.

The State will ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program by designing the application to include the eleven components and their integration. In addition, the design of the CSR application scoring rubric allows only those applications addressing all eleven components and their integration to advance to Step 2 of the application process. A required Local Education Agency signature assures funded schools will implement all eleven components and their integration. The mid-year monitoring process addresses the eleven components requiring an on-site visit and a review of evidence supporting implementation.

- b. Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.***

Proficient level of performance

All CSR schools participate in the appropriate elementary, middle and high school assessments required by the Tennessee Comprehensive Assessment Program. CSR elementary and middle schools administer the TCAP Achievement in grades 3-8 and high schools administer assessments in reading, language arts, mathematics, and science. An analysis of results for individual students, subgroups, grade levels, content, and schools and districts which have received Comprehensive School Reform grants will reveal the percentage of schools meeting or exceeding the proficient level of performance on State assessment in reading/language arts and mathematics. Current year data will be compared with prior years achievement data. Comparison of CSR data will include the group of Title I schools as well as non-Title I schools. The State of Tennessee has an agreement with the US Department of Education to function under a waiver until 2003 when the standards-based assessments will be in place establishing the baseline.

6. **Title II, Part A---Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]**

- a. ***If not fully addressed in the State's response to information on performance goals, indicators, and targets in Part I, describe the remainder of the State's annual measurable objectives under section 1119 (a)(2).***

Section 1119(a)(2) requires that the State develop a plan which ensures that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of 2005-2006 school year. This plan will establish annual measurable objectives for each LEA and its schools that meet the two major requirements for SEAs under section 1119(a)(2). This includes:

- An annual increase in the percentage of highly qualified teachers in each LEA and its schools; and,
- An annual increase in the percentage of teachers receiving high-quality professional development.

Both the State and LEAs must publicly report the progress in meeting the measurable objectives at the State, local, and school level.

To accomplish this requirement, the State will develop baseline data for the percentage of "highly qualified" teachers in core academic subjects across the state and for each LEA. Before this can be completed, the State must first define what a "highly qualified" teacher is based on the definition in Section 9101(23) and the U.S. Department of Education's guidance. By September 2003, the Department will establish its baseline of "highly qualified" teachers statewide and for each LEA. It will establish measurable statewide, LEA, and school objectives so that the State can ensure that all core academic teachers will be "highly qualified" by 2005-2006.

To accomplish the requirement for professional development, the State will develop baseline data for the percentage of teachers receiving high-quality professional development as defined in Section 9101 (34). This will be accomplished by requiring all LEAs to submit data on the percentage of teachers in its schools that received high-quality professional development during school year 2001-2002. By the September 2003, the Department will establish its baseline statewide and for each LEA. It will establish measurable statewide, LEA, and school objectives so that the State can ensure that there will be annual increases in the percent of teachers receiving high-quality professional development so that they can become effective classroom teachers.

- b. ***Describe how the SEA will hold the LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development of the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34).***

The State Department will monitor LEAs' progress in meeting the annual measurable objectives described in section 1119(a)(2). When LEAs fail to meet their objectives, the assigned federal programs regional consultant, in consultation with the Department's Title II Project Director, will provide technical assistance in helping LEAs revise their strategies. For those LEAs that fail to meet the requirements under Title II for recruiting and retaining highly qualified teachers after the third year, the State will implement the accountability provisions under section 2141(c), which include an agreement on the use of Title II funds to accomplish the measurable objectives, and the prohibition of the use of Title I, Part A funds to fund any paraprofessional hired after the determination is made except for special circumstances cited in Section 2141(c)(2)(B) and (C).

As part of their consolidated application for FY 2003, LEAs will develop professional development plans which meet the requirements of section 9101(34). The State will approve these plans and review their implementation as part of the monitoring process.

- c. *Describe the State Educational Agency and the State Agency for Higher Education's agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for one percent of the State's program allocation for administration and planning costs.*

The State Educational Agency and the State Agency for Higher Education do not have a formal agreement on the use of administration funds. In the absence of this agreement, both the SEA and the SAHE will agree to the U.S. Department of Education's annual award to the SAHE for administration and planning based on the greater of ---

1. The amount of FY 2001 funds it had received for administration under the predecessor Title II, Eisenhower Professional Development Program, or
2. Five percent of the amount available each year for subgrants to partnerships under ESEA section 2113(a)(2).

7. **Title II, Part D---Enhanced Education Through Technology [Goals 1,2,3]**

- a. *Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.*

Goal 1: All students will be educated in learning environments that have access to educational technology used in support of academic achievement.

1.1 **Performance Indicator:** The number of schools in which all students are able to work from networked computers.

1.1.1 **State performance objective:** The student to computer ratio in all schools, and especially poverty schools, will be at least less than 10 students per computer with a refresh cycle established for every 5 years by 2005. **Data sources:** annual on-line School Technology and Readiness report submitted by each school: Focus item R, Level of Progress: Developing Tech.

Goal 2: All students will demonstrate technology literacy by the end of eighth grade.

2.1 **Performance Indicator:** The percentage of students demonstrating grade appropriate literacy in technology.

2.1.1 **State performance objective:** The percentage of students across all grade levels demonstrating grade appropriate literacy in technology through authentic assessment measures will grow by 10 percent each year. **Data sources:** School reported percentages of students having grade-appropriate technology entries in an individual cumulative student technology portfolio.

2.2 **Performance indicator:** The percentage of schools with advanced patterns of student technology use.

2.2.1 **State performance objective:** The percentage of schools demonstrating advanced patterns of technology student use will grow by 12% each year. **Data sources:** annual on-line School Technology and Readiness report submitted by each school: Focus item F, Level of Progress: Advanced Tech.

Goal 3: All students will be taught by teachers qualified to use technology for instruction.

3.1 Performance Indicator: The percentage of schools in which teachers are using technology for instruction

3.1.1 State performance objective: In all schools, 100% of the educators will meet ISTE technology proficiencies and implement in the classroom by 2006.

Data sources: annual on-line School Technology and Readiness report submitted by each school. Focus item H, Level of Progress: Target Tech

3.1.2 State performance objective: The percentage of schools whose patterns of teacher use of technology is Advanced will grow by 12% each year.

Data sources: annual on-line School Technology and Readiness report submitted by each school. Focus item B, Level of Progress: Advanced Tech

3.1.3 State performance objective: The percentage schools in which classroom technology use is integrated into subject area will grow by 12% each year.

Data sources: annual on-line School Technology and Readiness report submitted by each school. Focus item D, Level of Progress: Advanced Tech

3.1.4 State performance objective: The percentage of schools in which the impact of technology on the teacher role and collaborative learning achieves the Advanced level will grow by 12% each year.

Data sources: annual on-line School Technology and Readiness report submitted by each school. Focus item A, Level of Progress: Advanced Tech

b. *Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.*

In its long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction, the SEA will:

1. Renew its commitment to the primary emphasis for all education technology as enhancing student learning;
2. Immediately review and revise its long-term strategic education technology plan; (This revision will focus clearly on classroom use in conjunction with achievement in core academic areas. Institute and maintain a regular review cycle that engages major stakeholders.)
3. Collaborate with educators in the field to create ongoing authentic assessment methods and tools for student technology literacy; (Development will be aligned with the regular review of student technology standards.)
4. Develop working definitions of "classroom technology integration;" (The state will identify and spotlight a renewable variety of models to provide practitioners opportunity to learn through peer observation and discussion.) and,
5. Study plausible links between effective classroom technology use, teaching practice, and improved student achievement. The state will encourage administrators to participate in the endeavor both as performers and adopters.

Up through the prior (2000-2001) academic year, Tennessee's instructional technology strategy has centered around building infrastructure, including internet access, and in providing small incentives to teachers to learn how to use the internet in classroom instruction.

These recent strategies followed a twenty-first century classroom initiative which itself was preceded by the state's original "Computer Skills Next" computer skills curriculum. Because of the historical point in time for each of these programs, the impact of each was felt more in terms of student and teacher technology literacy than in terms of overall academic achievement.

As a result of this history, Tennessee's curriculum framework already includes technology literacy standards. Recent revisions have aligned the standards with the ISTE NETS standards. Many of the performance indicators can actually be demonstrated within core academic content areas, supporting the belief that technology is essentially a tool. A study of other curriculum standards reveals that, while not specifically named, technology can be used in the implementation of the standard, if schools have access and teachers have a practical grasp of technology integration techniques.

For the future, and using the work of competitive subgrantees, Tennessee will distill a comprehensive set of authentic assessment portfolio entries that demonstrate grade-appropriate technology literacy within the larger academic content.

The current long-term strategies, which will be incorporated into the revised long-term strategic plan, include:

1. Acquiring a statewide measurement and accountability system for tracking the overall technology use and infrastructure picture in order to make data-based decisions for funding; (Such data can also serve to buttress hypotheses for future research on technology's impact.)
2. Recommending the addition of technology literacy as part of teacher recertification qualifications;
3. Expanding the number of schools whose entire faculty engages all students in using technology as part of the learning process;
4. Engendering a technology mentorship attitude between schools and among LEAs;
5. Developing an adequate measurement mechanism for the tertiary effect of technology on student achievement;
6. Collaboratively building a construct of understanding of the effect of technology upon student learning;
7. Investigating the possibility of including technology-based items in the regular student assessment instruments or establishing a statewide progressive rubric for determining student technology literacy by the end of eighth grade;
8. Investigating the potential and viability of distance learning opportunities for students as well as for professional development;
9. Supporting the leadership programs for administrators with viable models of technology integration; and,
10. Seeding the capacity for regionally distributed professional development collaboratives among local districts to sustain high-quality technology integration efforts.

- c. *Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of*

performance measurement systems to determine the effectiveness of educational technology programs.

The key activities that the SEA will conduct or sponsor with the funds it retains at the State level include:

- Developing a statewide technology status data collection and management system so that all other benchmarking and performance measurements will use a common core of data;
- Acquiring the service of at least one additional professional consultant for technical assistance to LEAs in vital technology integration matters;
- Funding the development of preliminary student technology literacy assessment mechanisms;
- Supporting statewide professional development in effective technology integration – for teachers, administrators, and state field agents;
- Providing pre-application workshops for applicant cohorts to build better understanding and thus better applications for technology grants;
- Providing ongoing support of subgrantee programs to ensure they stay true to the course and to advise and assist when course correction is needed; and,
- Undertaking the initial investigation for developing performance measurement systems to determine program effectiveness and then determining what type of studies can be realistically performed within the financial limits of the retained funds.

d. Provide a brief description of how –

i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and

The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology by assigning points in the Weighting Rubric for those applications that demonstrate greatest need for technology based on a common data collection measure used statewide. The state will institute a new on-line data collection process to provide annual updates that provide comparable pictures of individual School Technology and Readiness. The state will initiate a statewide data collection process to establish a common core of data regarding technology access and preparedness for use. The state will establish targets and benchmarks for student-to-computer ratios and for classroom connectivity.

ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.

The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program by assigning points in the Weighting Rubric for those applications that demonstrate dedication of formula funds to the discretionary grant recipient.

8. Title III, Part A---English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

a. Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically-based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

The SEA will award sub-grants to eligible entities who agree to expend the funds to improve the education of limited English proficient children by assisting the students to learn English and meet challenging state academic content standards and student achievement standards. Successful

applicants shall be required to implement approaches and methodologies on scientifically based research on teaching LEP and immigrant children. One of the following purposes, or combination of purposes, must be addressed in each application:

- A plan to develop and implement new and more effective language and academic programs within early childhood education programs, elementary, middle, and high schools;
- A plan to carry out highly focused, innovative, locally designed activities to expand or enhance existing programs for LEP and immigrant children;
- Steps to implement, within an individual school, school wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction programs for such children, and such children and youth; and,
- Implementation, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children, and such children and youth.

All subgrantees will include in their application to the SEA substantiated research-based activities that best meet the needs of limited English proficient children. Entities will have a wide range of flexibility in the selection of these activities, as long the proposed activities do not go counter to state laws and guidelines. The State has issued guidance on approved models for delivering services to students identified as beginning or intermediate LEP. These include pull-out programs, cluster centers to which students are transported for ESL classes, regularly scheduled ESL classes, sheltered content classes, resource centers or laboratories. As Tennessee is an English-only state by law, bilingual classes are not approvable.

b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

The SEA will require all limited English proficient children to be tested annually with the IDEA Proficiency Test (IPT), as well as take part in all statewide assessments (as determined by time in the U.S.), to determine if subgrantees are meeting annual achievement objectives and adequate yearly progress. Submission of data will become an annual reporting requirement, and will allow the SEA to monitor progress of English acquisition for ELL students. Subgrantees deemed not to be making satisfactory progress after:

- Two consecutive years—will, in consultation with the SEA, submit to the SEA for approval a ‘plan of concerted action’ to address the areas of unsatisfactory progress.
- Four consecutive years—the SEA will formulate and submit to the entity a plan to address areas of unsatisfactory progress that may include any or all of the following:
 - Curriculum modifications;
 - Program and/or model of instruction;
 - Replace instructional personnel relative to teaching Limited English
 - Proficient students; and,
 - Make a determination whether the entity will continue to receive funds related to the entity’s failure to meet linguistic and academic objectives.

Adequate yearly progress for ELL students has not been officially defined and adopted. This will be addressed at the ESL Task Force in October 2002, and it will be included in the January 2003 submission.

c. Specify the percentage of the State’s allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing

recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.

The state agency plans to reserve five percent of its total allocation. Sixty percent of this allocation will be used for administration of Title III in the State of Tennessee. The remaining 40% of this allocation will be used to conduct state-level activities such as professional development activities, planning, evaluation, and rewards to highly successful subgrantees. The breakdown of the allocation used to conduct state level activities will be used in the following way:

Professional Development:	12.5%
Planning and Evaluation:	10%
Technical Assistance:	72.5%
Recognition of LEAs:	5%

Planning and Evaluation will include benchmarking the ESL Standards to our state standards using an ESL Task Force and the timeline previously indicated. Technical assistance will include funding of TransACT's Translation Library and the ESL Resource Library. The ESL Resource Library is accessible by all LEAs across Tennessee. The library houses copies of the IPT language assessment adopted by the State of Tennessee and mandated for use beginning this fall, as well as ESL materials.

d. Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.

The State will reserve 15% of its allocation to award sub-grants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth.

e. Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.

The State of Tennessee will allow LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth to apply on a competitive basis for funds set aside to assist in meeting the needs of recently arrived immigrants. These funds shall be used to pay for enhanced instructional opportunities. These sub-grants are to be used to provide high-quality instruction to immigrant and youth and to help such children and youth transition into American society and meet the same challenging State performance standards expected of all children and youth. In awarding these sub-grants, consideration will be given to LEAs that have limited or no experience in serving immigrant children and youth and the quality of the local plans that the LEA submits. Each sub-grant must be of sufficient size and scope to meet the purposes of Title III. Data on the immigrant count for the preceding 2 years will be submitted as part of the application to indicate a substantial increase in the percentage or number of immigrant children and youth.

Priorities will be given to proposals that include:

- Family literacy, parent outreach and training activities designed to assist parents to become active participants in the education of their children;
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Basic instruction services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education;
- Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

LEAs must submit an application for immigrant funds separate from the LEP derived funds. No grant less than \$10,000 will be awarded. The application must contain:

- Statistical data
 - Number of eligible immigrant children
 - Total number of ELL students presently being served
 - Total number of students enrolled in the LEA
 - Percentage of eligible immigrant students in the LEA
 - Where the student records verifying eligibility are maintained
 - Number of immigrant students for the 2 prior school year, used to document “significant increase” or “limited or no experience in serving immigrant children and youth”
- Program Description
 - Summary of Needs Assessment
 - Current program model and services
 - Proposed model and support services
 - How parents/guardians will be involved
 - Professional development activities proposed
 - Evaluation description
- Private school participation
 - Equitable participation opportunity provided
 - Private school representatives involvement
 - Details of needs of immigrant children in private schools
 - Number of eligible immigrant children enrolled
 - Benefits to immigrant children derived from program participation
- Line item budget page and description
- Personnel chart
- Assurances page
- Appropriate signatures

f. Specify the number of limited English proficient children in the State.

The most recent number of LEP children in the State of Tennessee equals 12,422 (as of October 2001). LEAs report this number on the annual LEP Survey. This report in Tennessee is submitted electronically as part of the School Approval process each fall, based on the numbers from the prior school year’s October 1 collection date.

- g. Provide the most recent data available on the number of immigrant children and youth the State.***

The most recent number of immigrant children in Tennessee equals 7,777(as of October 2001). This information was collected by the Emergency Immigrant Education Program (EIEP) and is based on numbers of EIEP students served in a program with EIEP funds. Beginning school year 2002/2003, the state will require the LEP count and the eligible immigrant count as part of its annual LEP survey.

9. Title IV, Part A---Safe and Drug-Free Schools and Communities [Goal 4]

- a. Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that -***
- i. Complement and support activities of LEAs under section 4115(b) of the ESEA;***
 - ii. Comply with the principles of effectiveness under section 4115(a); and***
 - iii. Otherwise are in accordance with the purposes of Title IV, part A.***

The following key strategies were developed as a result of the State's comprehensive needs assessment which was conducted during the months of April and May, 2002. The key strategies of Tennessee's comprehensive plan for the use of SEA and Governor's Funds include:

- 1. Grants to schools and community-based organizations to serve young people who are not served or who are underserved through traditional school-based programs and to support the development of comprehensive, community-based drug and violence prevention programs.***

A particular area of concern identified through the needs assessment process is services for students who have been suspended or expelled from their regular educational program. Grant funds will be targeted at developing services for students removed from the regular educational program that will result in improved academic as well as behavioral outcomes.

Grant funds will also be awarded to enhance the development of community-wide drug and violence prevention planning supported by local partnerships between schools and community-based organizations including local law enforcement. These partnerships will be operated in coordination with similar efforts being conducted by the Bureau of Alcohol and Drug Abuse Services and the federal Drug Free Communities Program.

- 2. Training and professional development to support comprehensive school safety and ATOD/violence prevention programming in Tennessee schools and communities.***

Under the umbrella of the Tennessee School Safety Center (www.state.tn.us/education/sp/sptssc), more than 3,000 educators, law enforcement personnel, students, community volunteers, youth workers and others have received training in the implementation of effective, research-based drug and violence prevention programming. When asked to evaluate the effectiveness of various strategies, training for teachers was identified by 70% of the 434 respondents in our statewide survey as being one of the most effective. Input from key informants similarly places a high priority on this strategy as a cost-effective use of limited program funds.

SEA statewide program funds and a portion of the available Governor's Funds will be utilized to provide grants and contracts to eligible entities for the provision of training and professional development for educators, law enforcement personnel, community-based youth service personnel, students, parents and others. A particular focus will be schools and communities experiencing the greatest difficulty in maintaining a safe and drug-free learning environment.

3. *Facilitate state and local partnerships with key entities including the Tennessee Office of Homeland Security, the Office of Coordinated School Health, the Tennessee School Resource Officers Association, the Tennessee Student Assistance Programs Association, the Tennessee Character Education Partnership and others.*

The Tennessee Department of Education will continue to build collaborative relationships with a wide range of organizations and interests at both the state and local level to leverage additional resources for schools and communities and to foster comprehensive drug and violence prevention programming.

b. Describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the performance goals stated, details about what mechanism the State will use to collect data concerning the indicators, and provide baseline data for indicators (if available).

Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

4.2 Performance indicator: The percentage of students who engaged in a physical fight on school property (in the 12 months preceding the survey).

4.3 Performance indicator: The percentage of students offered, sold, or given an illegal drug on school property (in the 12 months preceding the survey).

4.4 Performance indicator: The percentage of students who carried a weapon (gun, knife, club) on school property (in the 30 days prior to the survey).

4.5 Performance indicator: The number of incidents involving the possession or use of illegal drugs on a school campus or at a school-sponsored event as defined and reported on the Annual Report of Zero Tolerance Offenses.

4.6 Performance indicator: The number of incidents involving the possession of a firearm on a school campus or at a school-sponsored event as defined and reported on the Annual Report of Zero Tolerance Offenses.

Data obtained from the 2003 Youth Risk Behavior Survey will be utilized to establish a baseline for Performance Indicators 4.2, 4.3, and 4.4.

Upon receipt of the 2001-02 Annual Zero Tolerance Report, which is due June 30, 2002, the Tennessee Department of Education will convene representatives of local education agencies and other appropriate entities to identify the criteria that will be utilized to identify persistently dangerous schools. This data will be analyzed for the 2002-03 school year in order to establish a baseline for Performance Indicator 4.1.

Data from the 2001-02 Annual Zero Tolerance Report will be used to establish a baseline for Performance Indicators 4.5 and 4.6.

- d. *Describe the steps the State will use to implement the Uniform Management and Information and Reporting System (UMIRS) required by section 4112(c)(3). The description should include information about which agency(ies) will be responsible for implementing UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.*

The Tennessee Department of Education, Safe and Drug-Free Schools and Communities Program, will be responsible for implementing the Uniform Management Information and Reporting System (UMIRS). The UMIRS will be integrated with the Department's existing accountability and data collection systems as well as the comprehensive ESEA reporting system to be developed in the coming year.

Anticipated steps to be taken include:

- 1) Modifications of existing reporting mechanisms to collect discipline and attendance data more effectively; (Although data is currently collected and publicly reported at the building level, report categories will need to be modified to provide greater clarity and to address specific mandates of NCLB.)
- 2) Development of a standardized survey instrument that can be utilized by local education agencies to assess changes in attitudes, perceptions and beliefs surrounding ATOD/school safety concerns; and,
- 3) Establishment of clear and explicit reporting expectations for SEA and Governor's Funds recipients that utilize performance and outcome measures to assess program effectiveness.

10. Title IV, Part A, Subpart 1, section 4112(a) – Safe and Drug-Free Schools and Communities: Reservation of State Fund for the Governor [Goal 4]

- a) *The Governor may reserve up to 20 percent of the State's allocation under this program to award competitive grants or contracts. Indicate the percentage of the State's allocation that is to be reserved for the Governor's program.*
- b) *The Governor may administer these funds directly or designate an appropriate State agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity, and the "DUNS" number that should be used to award these funds.*

The Governor elects to reserve 20% of the State's allocation under this program to award competitive grants or contracts. The Tennessee Department of Education has been designated to receive and administer these funds. The DUNS Number for the designated entity is 879016251.

Contact information for these funds will be:

Faye P. Taylor, Commissioner
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243
(615) 741-2731

Program Contact:

Mike Herrmann, Director
Safe and Drug-Free Schools and Communities Program
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

11. Title IV, Part A, Subpart 2, section 4126 – Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]

Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

Tennessee's application for Community Services Program funds is currently being revised and will be resubmitted to the U.S. Department of Education no later than September 10, 2002.

12. Title IV, Part B: 21st Century Community Learning Centers [Goals 1,2,and 5]

Identify the percentage of students participating in 21st Century Community Learning Centers that meet or exceed the proficient level of performance on the State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year, and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.

The State will collect baseline data related to students participating in 21st Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics for the 2002-2003 school year. This data will be submitted to the Department no later than the September 2003 date to be announced by the Department.

13. Title V, Part A – Innovative Programs [Goals 1,2,3, and 5]

- a. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as --*
- i. Children living in areas with concentrations of economically disadvantaged families;*
 - ii. Children from economically disadvantaged families; and,*
 - iii. Children living in sparsely populated areas.*

Criteria for the distribution of Title V, Part A, Innovative Programs funds to Local Education Agencies is as follows:

Enrollment—Public, Participating Private and State Agency Schools K-12 enrollment.

High Cost—Local Education Agency's aggregate 5-17 population below the poverty level as determined by the latest available census data. Eligible LEAs included in the formula calculation for high cost funds will be those LEAs whose incidence of low income, 5-17 population, is either equal to or greater than 6,500 or whose percentage of low income is 15% or greater as determined by the latest available allocation of concentration funds.

The formula gives equal unit weights to public school enrollment, participating private school enrollment and State agency school enrollments and weighs high cost data at 50%. Allocations to state agency operated schools are computed the same as local allocations by substituting State agency school enrollment in place of local school enrollment and high cost data.

The formula for allocation of funds to eligible agencies is as follows:

Step 1 Set aside from the 85% flow-through amount:

90 % of flow-through for Enrollment
10 % of flow-through for High Cost

Step 2 To determine enrollment amounts:

<u>90 % of Grant Flow-through</u>		Each LEA's Public
Total State Public Enrollment	X	and Participating
And Participating Private		Private Enrollment
Enrollment		

Step 3 To Determine High Cost amounts:

<u>10 % of Grant Flow-through</u>	X	Each LEA's High Cost
Total State High Cost Eligibles		Eligibles X 50 %

Step 4 Each LEA allocation then becomes the Step 2 amount plus Step 3 amount.

iv. Identify the amount the State will reserve for State-level activities under Section 5121 and describe those activities.

The State will reserve 15% of its allocation for State-level activities. Those activities will include:

- 2.25%(15% of 15%) for consolidated administration; and,
- 12.75% for programmatic activities which include:
 1. 10% - Support for the planning, design, and initial implementation of charter schools; and,
 2. 90% - Statewide education reform, school improvement programs and technical assistance and direct grants to local educational agencies, which assist such agencies under section 5131.

14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1,2,3,5]

Describe how the State will use formula funds awarded under Section 6113(b)(1) for the development and implementation of State assessments in accordance with Section 6111(1) and (2).

The State will use funds awarded under Section 6113(b)(1) for the development and implementation of State assessments in the following ways:

- The costs of the development of the augmented assessment system required by Tennessee's timeline waiver for grades 3, 5, and 8 in reading/language arts and math for school year 2002-2003;
- The costs of the development of the required assessments in reading/language arts, math, and science for grades 3-8 by school year 2004-2005; and,
- The costs of the revisions necessary for Tennessee's performance-based writing assessment administered in grades 5, 8, and 11.

15. Title VI, Part B, Subpart 2---Rural and Low-Income School Program[Goals 1,2,3,5]

- a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates, or improvement in factors the SEA may elect to measure, and describe how the Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.***

The State identifies specific measurable goals and objectives related to increasing student academic achievement as measured by the percentage of students proficient or above on state assessments as well as a decrease in the student dropout rate as factors it will measure. The Rural and Low-Income School program will provide funds to approximately 40% of the state's districts. It will be a section in the required local consolidated application, and applicants will address how the use of funds will assist them in meeting the State's goals. The State will approve only those applications which show that the use of Title VI funds help to increase student performance or reduce the dropout rate.

b. Describe how the State elects to make awards under the Rural and Low-Income School Program:

- i. By formula proportionate to the numbers of students in eligible districts;
- ii. Competitively (please explain priorities for the competition); or
- iii. By a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students.

The State of Tennessee will make awards under the Rural and Low-Income School Program by formula proportionate to the numbers of students in eligible districts.

GEPA (General Education Provisions Act), Section 427

Tennessee commits to the following activities to ensure that programs and activities funded under the ESEA meet the requirements of GEPA, Section 427. GEPA, Section 427 requires applicants to take steps that will ensure access to education and promote educational excellence by:

- “(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and
- (1) promoting the ability of students, teachers, and beneficiaries to meet high standards.”

Therefore, the State of Tennessee will ensure equitable participation in all state-level programs funded under ESEA for students, teachers, and other beneficiaries with special needs through the following activities:

- Including accessibility guidelines as part of the required component of any professional development activity sponsored by ESEA state-level funds;
- Using technology to communicate with key stakeholders about ESEA programs;
- Ensuring diversity of race, ethnicity, gender, and disability status on ESEA task forces or committees;
- Including written statements in public communications that provide potential participants with the options of special needs accommodations;
- Providing professional development, conferences, and other activities only in facilities that have met accessibility guidelines; and,
- Providing information in other languages other than English when necessary.

Consolidated Administrated Funds

1. Does the SEA plan to consolidate State-level administrative funds?

For the current state fiscal year, state-level activities, whether performed by SEA staff or contractors, were funded 63 percent from nonfederal sources. The programs the State plans to

consolidate include: Title I, Parts A, B (Even Start and Reading First), D, and F; Title II Parts A and D; Title III; Title IV, Parts A and B; Title V, Parts A and D (Subpart 3); Title VI, Part B; and Title X, Subtitle B (Homeless Education). The State will use these funds to administer the included programs.

2. *Please describe your plans for any additional uses of funds.*

Additional uses of these funds as capacity is required may include other allowable uses under Section 9201(a)(2)(e) and (f).

Transferability

Does the State plan to transfer non-administrative State-level ESEA funds under the provisions of the State and Local Transferability Act (section 6121 to 6123 of the ESEA)?

The State elects to transfer 50% of its non-administrative State-level ESEA funds under Title II, Part A for non-administrative purposes under Title V as provided for under Section 6121 to 6123 of the ESEA. These funds will support the Title V purpose of “statewide education reform, school improvement programs and technical assistance and direct grants to local educational agencies, which assist such agencies under section 5131.”

The State does not elect to transfer any of its non-administrative State level ESEA funds from or to any of the Titles listed below:

- Title I, Parts A, B, or D;
- Title II, Part D; and,
- Title IV, Part A..

Certification

Certification of compliance with Unsafe School Choice Option Requirements

Tennessee certifies that it has established and implemented a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as determined by the State (in consultation with a representative sample of local educational agencies), or who become victims of violent criminal offenses, as determined by State law, while in or on the grounds of public elementary and secondary schools that the students attend, be allowed to attend safe public elementary or secondary schools within the local educational agency, including a public charter school.

ESEA Program Specific Assurances

Each SEA that submits a consolidated application also must provide an assurance that it will comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that States would address, absent this consolidated application, in a program-specific plan or application. States are required to maintain records of their compliance with each of those requirements. (Note: For the Safe and Drug Free Schools programs, the SEA must have all appropriate assurances from the Governor on record.)

Through the general assurance and assurance (1) in section 9304 (a), the SEA agrees to comply with all requirements of the ESEA and other applicable program statutes. While all requirements are important, we have identified below a number of key requirements of each program that the SEA is agreeing to meet through this general assurance. This list of program-specific requirements the SEA is assuring is not exhaustive; States are accountable for all program requirements.

1. Title I, Part A – Improving Basic Programs Operated By LEAs

Assurance that –

- a. The State plan for the implementation of Title I, Part A was developed in consultation with LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents and that the plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.
- b. The SEA has a plan for assisting LEAs and schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve State standards, including:
 - i. the use of schoolwide programs;
 - ii. steps to ensure that both schoolwide program- and targeted assisted program schools have highly qualified staff (section 1111);
 - iii. ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);
 - iv. use of curricula aligned with state standards (section 1111);
 - v. provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
 - vi. choice and options (section 1116);
 - vii. the state support system under section 1117; and
 - viii. teacher and paraprofessional qualifications (section 1119).
- c. The State has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
- d. The State will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of NCLB.

- e. The State will implement the provisions of section 1116 regarding LEAs and schools in improvement and corrective action.
- f. The State will produce and disseminate an annual State Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
- g. The SEA will ensure that LEAs will annually assess English skills for all limited-English proficient students.
- h. The SEA will coordinate with other agencies that provide services to children, youth and families to address factors that have significantly affected the achievement of students.
- i. The SEA will ensure that assessment results are promptly provided to LEAs, schools, and teachers.
- j. The State will participate in State academic assessments of 4th and 8th grade reading and mathematics under NAEP if the Secretary pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
- k. The SEA, in consultation with the Governor, will produce a plan for carrying out the responsibilities of the State under sections 1116 and 1117, and the SEA's statewide system for technical assistance and support of LEAs.
- l. The SEA will assist LEAs in developing or identifying high-quality curricula aligned with State academic achievement standards and will disseminate such curricula to each LEA and local school within the State.
- m. The State will carry out the assurances specified in section 1111(c).

2. Title I, Part B – Even Start Family Literacy

Assurance that –

- a. The SEA will meet its indicators of program quality developed in section 1240.
- b. The SEA will help each project under this part to fully implement the program elements described in section 1235, including the monitoring of the projects' compliance with staff qualification requirements and usage of instructional programs based on scientifically based reading research for children and adults.
- c. The SEA collaborated with early childhood specialists, adult education specialists, and others at the State and local level with interests in family literacy in the development and implementation of this plan.

3. Title I, Part C – Education of Migrant Children

Assurance that –

In addition to meeting the seven program assurances in Section 1304(c), the SEA will ensure that –

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; and (c) the integration of services available under this part with services provided by those other programs, a (d) measurable program goals and outcomes.
- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).
- c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.

4. Title I, Part D – Children and Youth Who Are Neglected, Delinquent or At-Risk

Assurance that the SEA –

- a. Will ensure that programs will be carried out in accordance with the State plan.
- b. Will carry out the evaluation requirements of section 1431.
- c. Has collaborated with parents, correctional facilities, local education agencies, public and private business and other state and federal technical and vocational programs in developing and implementing its plan to meet the educational needs of neglected, delinquent, and at-risk children and youth.
- d. Conducts a process to award Subpart 2 subgrants, to programs operated by local education agencies and correctional facilities.
- e. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other programs under this Act or other Acts.

5. Title I, Part F – Comprehensive School Reform

Assurance that the SEA will --

- a. Fulfill all requirements relating to the competitive subgranting of program funds.
- b. Awards subgrants of not less than \$50,000 and of sufficient size and scope to support the initial costs of the program.
- c. Award subgrants renewable for 2 additional one year periods if the school is making substantial progress.
- d. Consider the equitable distribution of subgrants to different geographic regions in the State, including urban and rural areas and to schools serving elementary and secondary students.
- e. Reserve not more than five (5) percent of grant funds for administrative, evaluation, and technical assistance expenses.
- f. Use funds to supplement, and not supplant, any other funds that would otherwise be available to carry out these activities.
- g. Report subgrant information, including names of LEAs and schools, amount of award, and description of award.
- h. Provide a copy of the State's annual program evaluation.

6. Title II, Part A – Teacher and Principal Training and Recruiting Fund

Assurance that --

- a. The SEA will take steps to ensure compliance with the requirements for “professional development” as the term is defined in section 9101(34).
- b. All funded activities will be developed collaboratively and based on the input of teachers, principals, administrators, paraprofessionals, and other school personnel.
- c. The SEA will implement the provisions for technical assistance and accountability in section 2141 with regard to any LEA that has failed to make adequate yearly progress for two or more consecutive years.

7. Title II, Part D – Enhanced Education Through Technology

Assurance that the SEA --

- a. Will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.
- b. Has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of ESEA.

8. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement

Assurance that --

- a. Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available.

- b. The State will consult with LEAs, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers in developing annual measurable student achievement objectives for subgrantees.
- c. Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.
- d. In awarding subgrants to eligible entities that have experienced a recent significant increase in the percentage or number of immigrant students, the State will equally consider eligible entities that have limited or no experience in serving immigrant children and youth, and consider the quality of each local plan.
- e. Subgrants will be of sufficient size and scope to support high-quality programs.
- f. Subgrantees will be required to provide for an annual reading or language arts assessment in English of all children who have been in the United States for three or more consecutive years.
- g. Subgrantees will be required to assess annually the English proficiency of all LEP children.
- h. A subgrantee plan will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
- i. Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- j. Subgrantee evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
- k. A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.
- l. Subgrantees will be required to provide the following information to parents of LEP children selected for participation in a language instruction educational program:
 - 1) How the program will meet the educational needs of their children;
 - 2) Their options to decline to enroll their children in that program or to choose another program, if available;
 - 3) If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.
- m. In awarding subgrants, the State will address the needs of school systems of all sizes and in all geographic areas within the State, including school systems with urban and rural schools.

9. Title IV, Part A – Safe and Drug-Free Schools and Communities

Assurance that --

- a. The State has developed a comprehensive plan for the use of funds by the State educational agency and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of local educational agencies under section 4115(b), that comply with the principles of effectiveness under section 4115(a), and that otherwise are in accordance with the purpose of this part.
- b. Activities funded under this program will foster a safe and drug-free learning environment that supports academic achievement.
- c. The application was developed in consultation and coordination with appropriate State officials and others, including the chief executive officer, the chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State child welfare agency, the head of the State board of education, or their designees, and representatives of parents, students, and community-based organizations.

- d. Funds reserved under section 4112(a) will not duplicate the efforts of the State education agency and local educational agencies with regard to the provisions of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the State educational agencies and local educational agencies and populations that need special services, such as school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth.
- e. The State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122.
- f. LEAs in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this program.
- g. Funds under this program will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such State, local, and other non-Federal funds.
- h. A needs assessment was conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth, the prevalence of protective factors, buffers, or assets and other variables in the school and community identified through scientifically based research.
- i. The State will develop and implement procedures for assessing and publicly reporting progress toward meeting the performance measures.
- j. The State application will be available for public review after submission of the application.
- k. Special outreach activities will be carried out by the SEA and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.
- l. Funds will be used by the SEA and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities.
- m. The State will develop a process for review of applications from local educational agencies that includes receiving input from parents.

10. Title IV, Part B – 21st Century Community Learning Centers

Assure that the SEA will –

- a. Write the State application in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations.
- b. Award subgrants of not less than three years and not more than five years that are of not less than \$50,000 and of sufficient size and scope to support high quality, effective programs.
- c. Fund entities that propose to serve students who primarily attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families, and the families of such students.
- d. Require local applicants to submit a plan describing how community learning centers to be funded through this grant will continue after the grant period.
- e. Require local applicants to describe in their applications how the transportation needs of participating students will be addressed.

11. Title V, Part A – Innovative Programs

Assure that --

- a. The State has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools).
- b. The State has made provision for timely public notice and public dissemination of the information concerning allocations of funds required to implement provisions for assistance to students attending private schools.
- c. Apart from providing technical and advisory assistance and monitoring compliance with this part, the SEA has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEAs' application for program funds submitted under section 5133.

APPENDIX A



STATE OF TENNESSEE

Department of Education

Division of Accountability

6th Floor, Andrew Johnson Tower; 710 James Robertson Parkway
Nashville, Tennessee 37243-0382

Faye P. Taylor
Commissioner

Connie J. Smith, Ph.D.
Executive Director

May 13, 2002

Mr. Zollie Stevenson, Jr.
Office of Elementary and Secondary Education
U. S. Department of Education
Room 3C147
Federal Office Building 6
400 Maryland Avenue, SW
Washington, D. C. 20202

Ms. Jacquelyn C. Jackson
Office of Elementary and Secondary Education
U. S. Department of Education
Room 3W224
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400 Maryland Avenue, SW
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Dear Zollie and Jackie:

I wanted to thank you for your assistance last week during the Pickwick Landing State Park event, and for your wise council. I believe we are on the right track in addressing the issue of adding a criterion-referenced portion to our state assessment for next school year.

For clarification purposes, I wanted to outline our accountability system with the agreed upon timeline as follows:

After conferring with Dr. Sue Rigney at the U. S. Office of Education, we confirmed that Tennessee could continue to use our existing accountability system. The reason for continuing with the existing accountability system is due to the fact that Tennessee is unable to set the starting point for No Child Left Behind (NCLB) accountability until after we have administered our new standards based assessments during the Spring of 2003 in accordance with the timeline waiver granted by the U. S. Office to the state of Tennessee.

We currently have 98 schools on notice as defined in state law, which were officially notified by the Commissioner of Education following the September 2001 State Board of Education through actions confirmed by the State Board of Education. The 2001-2002 Spring test data will be used to determine status for these schools or the next stage of improvement. These schools will have to show adequate yearly progress for two consecutive years prior to coming off the state's list of low performing schools.

Tennessee will set the starting point for NCLB and a unitary accountability system during the Spring/Summer of 2003 after the new standards-based assessments at grades 3, 5, 8, and high school tests are administered. By November 30, 2003, we will provide evidence that these assessments are in place, that they reflect cognitive complexity, have three performance levels, one of which must be basic and one of which must reflect advanced student achievement, must include all students with disabilities and LEP students (either with the standard version of the tests, with appropriate accommodations, or using an alternate assessment for severely disabled students--Tennessee will explore and implement additional appropriate accommodations for both SWD and LEP children) that are aligned with our content standards, and possess high technical quality. The assessments must be used as the primary indicator of adequate yearly progress and student performance data will be disaggregated for reporting (by race/ethnicity, gender, migrant status, LEP versus non-LEP, economically disadvantaged vs. non-economically disadvantaged, disabled vs. non-disabled).

Tennessee's 2003 state, district and school report cards will reflect student achievement by performance levels for each of our disaggregated groups and for all students at each reported grade level (by race/ethnicity, gender, migrant status, LEP vs. non-LEP, economically disadvantaged vs. non-economically disadvantaged, disabled vs. non-disabled).

In our closing comments on Tuesday morning, there was agreement that Tennessee would have the opportunity to move to a unitary accountability system for all schools in the state that would meet our mutual purposes, both our state's and the U. S. Office of Education.

Please let me know if I have misheard or misinterpreted any of this information, as I want to be extremely accurate during this transition time.

Sincerely,

Connie J. Smith, Ph.D.
Executive Director
Division of Accountability

CJS:psg

cc: Commissioner Faye Taylor
Mr. Jeff Roberts, Deputy Commissioner
Dr. Ben Brown, Executive Director, Evaluation and Assessment
Mr. Steve Minton, Assistant Commissioner, Curriculum and Instruction
Dr. Claudette Williams, Executive Director, Curriculum and Instruction